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ABSTRACT

During 1978-79, the American Council on the Teaching of Foreign Languages (ACTFL) conducted a career education project. During this year, the project staff developed several products which would be employed by workshop directors and their audiences as they attempt to demonstrate and implement the incorporation process of the career education concept into the foreign language curriculum. Additionally, the project provided for the training of a selected group of foreign language personnel in organization and implementation of ACTFL-sponsored workshops on the topic. Two products were developed for use by both workshop directors and their audiences for use in the workshops: a fifteen-minute color film, which demonstrates the rationale and implementation of the incorporation process; and a Career Education Sampler, which contains samples of theoretical and practical information for use in the projected workshops and in the actual foreign language classrooms throughout the country. An evaluation performed by Policy Studies in Education indicates that the project had met its goals generally well. This report is a detailed account of the procedures and tasks which comprised the project. Specifically, it deals with (1) organizing project committees; (2) producing the project film; (3) organizing and implementing the leadership training workshop and developing the Career Sampler; (4) evaluating the leadership training workshop; (5) continuing the leadership training; (6) publicizing the project results; and (7) managing the project budget. Appendixes of pertinent forms, letters, and products are also included. (KC)

ED200709

FINAL PROJECT PERFORMANCE REPORT

American Council on the Teaching of Foreign Languages, Inc.

January 1981

Submitted by:

C. Edward Scebold, Coordinator

CE027515

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

During the funding year of 1978-1979, ACTFL conducted a career education project which was funded by the Office of Career Education of the U.S. Office of Education. The project staff, with valuable input from its project consultant, Policy Studies in Education, developed several products which would be employed by workshop directors and their audiences as they attempt to demonstrate and implement the incorporation of the career education concept into the foreign language curriculum. Additionally, the project provided for the training of a selected group of foreign language personnel in organization and implementation of ACTFL-sponsored workshops on the topic.

The project staff developed two products for utilization by both workshop directors and their audiences for use in the workshops:

1) a color film (approximately 15 to 20 minutes) which demonstrates the rationale and implementation of the incorporation process;
2) A Career Education Sampler which contains samples of theoretical and practical information for use in the projected workshops and in the actual foreign language classrooms throughout the country.

The following Report is a detailed account of the procedures and tasks which comprised the project as funded by USOE/OCE during the funding year 1978-1979. Specifically, it deals with: 1) Organizing Project Committees; 2) Producing the Project Film; 3) Organizing and Implementing the Leadership Training Workshop; Developing the Career Sampler; 4) Evaluating the Leadership Training Workshop; 5) Continuing the Leadership Training; 6) Publicizing the Project Results; and 7) Managing the Project Budget. Appendicies of pertinent forms, letters, and products are presented at the end of this Report.

ORGANIZING PROJECT COMMITTEES

The initial task of the Project Staff was to select the members for the project committees. In addition to a National Review Committee (NRC) which was planned for in the original proposal, ACTFL, upon the recommendation of the Project Director, approved the organization of a Project Advisory Committee (PAC).

Selection of National Review Committee (NRC) Members

The NRC consisted of eight individuals which were carefully selected from various organizations, associations, and professions. Letters of invitation were followed by personal phone calls to the following:

Ms. Barbara Bigelow, Foreign Language Teacher, North Conway Public Schools, North Conway, NH

Mr. Neil Carey, Specialist in Career Education, Maryland State Department of Education, Baltimore, MD

Ms. Caro Feagin, Foreign Language Supervisor, Georgia State Department of Education, Atlanta, GA

Mr. Douglas Hunt, Associate Director, National Association of Secondary School Principals, Reston, VA

Ms. Anne Kahn, Representation, National Congress of Parents and Teachers, Fairfax, VA

Ms. Dorothy Shields, Assistant Director, Department of Education, AFL/CIO, Washington, DC

Mr. John R. Tydings, Executive Vice-President, Metropolitan Washington Board of Trade, Washington, DC

All of the above persons agreed to serve on the NRC for the duration of the project. A general meeting of this committee was held in Arlington, VA, in the Fall of 1978. At that time, the Committee reviewed and reacted to the film script draft, the proposed

Career Education Sampler content and format, and the proposed list of project activities. The Committee's valuable input was taken into advisement and many of their recommendations were incorporated into new and revised project tasks and materials. Project funds did not allow for a subsequent "general" meeting. However, when necessary, pertinent communication with the NRC members was accomplished through the mail and by telephone.

Selection of Project Advisory Committee (PAC) Members

The PAC consisted of a carefully selected group of individuals who were knowledgeable on the topic of incorporating career education into the foreign language curriculum. The following people agreed to serve on the PAC.

Ms. Ann Beusch, Specialist in Foreign Languages, ESOL, and Bilingual Education, Maryland State Department of Education

Mr. Anthony DeRosa, Foreign Language Teacher, Robert Frost Junior High School, Montgomery Co., Maryland

Dr. Dora Kennedy, Foreign Language Supervisor, Prince George's Co., Maryland

Dr. Gladys Lipton, Foreign Language Coordinator, Anne Arundel Co., Maryland

Mr. Michael J. Kachurak, Foreign Language Teacher, Baltimore Co., Maryland

These individuals were representative of both classroom teaching and supervisory personnel. Another criterion for selection to the PAC was the individual's proximity to the Project Director's base of operation. Financial limitations made this a major criterion. The PAC assisted in the development of project materials; i.e., the concepts for the project film, content for the ACTFL Career Education Sampler, and content and format for the Leadership Training Workshop. Additionally, the Committee assisted in implementing the training workshop activities.

PRODUCING THE PROJECT FILM

Within several weeks of approval of the project proposal, plans were initiated for developing a fifteen to twenty minute film which was to be a major product of the project.

The steps which were taken in order to complete this task were: (1) compiling a list of major concepts to be incorporated into the film; (2) conducting a market survey to determine the validity of the proposed film content and the additional needs of the target audience as they related to the Career Education Sampler, and the the proposed Leadership Training Workshop; (3) preparing a draft of the film script; (4) submitting the proposed script to the NRC for review; (5) preparing (if necessary) a second draft of the film script; (6) reviewing the second draft; (7) preparing the final script; (8) securing a film company to produce the film; (9) filming the script; (10) evaluating the film, and (11) marketing the final product.

Compiling the Concepts

Prior to the first formal meeting of the entire PAC, several Committee members met informally in order to prepare a list of concepts which they felt were essential for inclusion in the development of the film script. This action was taken so that there would be a document which could be discussed at the initial meeting of the entire Committee as well as to expedite input from the PSE consultant and the Project Coordinator.

The list of proposed concepts was reviewed by the appropriate persons and the recommendations were subsequently communicated to the full Committee for its consideration (Appendix A). On August 19, 1978, the PAC formulated a revised list of concepts (Appendix B) based on suggestions from PSE and ACTFL's Executive Director. These proposed concepts were resubmitted to ACTFL and PSE for a final review. They were approved with relatively minor changes. The final list of concepts and suggestions for the Sampler content became the basis for a Market Survey.

The Market Survey

PSE, in conjunction with the project staff, conducted a Market Survey of foreign language classroom teachers and local and state foreign language supervisors throughout the country in order to determine teacher opinions of the procedures and products which were planned for this project. ACTFL project staff, the NRC and the PAC reviewed a draft of the instrument (Appendix C) and approved it with some minor alterations.

The survey form was mailed to 75 foreign language teachers and local and state supervisors. A 60% (N45) return was realized from this mailing. Because of the random nature of the mailing procedure, it was deemed that the information from returns was valid enough so as to proceed with the planning and organization of the film content, Sampler material, and Leadership Workshop activities and format.

Preparing the Film Script

The PAC met on September 17, 1978 in order to begin work on the first draft of the project film script. Dr. Sue Clabaugh, Director of the Educational Technology Center at the University of Maryland, College Park Campus, directed the Committee as it proceeded to develop a detailed script. It soon became apparent that the Committee's lack of expertise in script writing was impeding progress. Dr. Clabaugh offered to develop the initial script based on the previously approved content suggestions. The Committee then proceeded to discuss, in great detail, the film format and the sequencing of events which would comprise the proposed film. Dr. Clabaugh was supplied with readings on the topic of career education as it related to foreign language instruction. Additionally, she took notes on an open discussion which involved those members of the Committee who were knowledgable on the blending of the career education concept and the foreign language curriculum. Since Dr. Clabaugh was not directly involved in neither the concept nor foreign languages, the Committee felt that both the readings and the discussion were vital to her task; writing the film script.

Draft I of the script was reviewed at the following PAC meeting--Sunday, 8 October 1978. Suggestions were made for Draft II of the script. Additionally, a copy of Draft I was sent to the Project Coordinator, C. Edward Scebold, at ACTFL Headquarters in New York for his and other pertinent staff's input.

Dr. Clabaugh and the Project Director reworked Draft I of the script during the following weeks. A completed copy of Draft II was sent to the PAC and the Project Coordinator in New York City. This copy, together with suggestions for the Sampler were sent to the National Review Committee for its perusal prior to the Review meeting of 13 November 1978.

National Review Committee Input

The NRC convened in Arlington, Virginia, on 13 November 1978. The Committee was joined by the PAC. During the session, the Project Director and the Project Coordinator explained the nature and the objectives of the project. The NRC then proceeded to provide input into the project and, especially, the film script. Virtually the entire meeting, which lasted from approximately 9:00 a.m. to 4:00 p.m., was devoted to suggestions for revising Draft II of the film script. The Committee's suggestions were invaluable.

The NRC applauded the work of ACTFL and the PAC in connection with the Project. Their enthusiasm for continuing with our project plans was overwhelming. Throughout the meeting, the entire group engaged in meaningful discussions which originated from proposed concepts for the target film. Indeed, the Project staff viewed these discussions as a prelude to the manner in which the completed film would affect the prospective viewers.

A portion of the script was reworked at the meeting. The remaining work was completed by the script writer, Project Director, and PAC by 19 February 1979.

Review of Draft III

Draft III of the proposed film script was sent to ACTFL in New York for review by the Project Coordinator and a PSE consultant. It was at this point that the original format of the script (including Draft III) was reviewed and subsequently changed.

Throughout the writing of all three copies of the scripts, there was an underlying feeling that the script, as conceived by the PAC and NRC, would exceed the allotted film budget. This feeling was ultimately substantiated by PSE given their previous experience in this type of work. Since the PAC felt that it had exhausted its combined expertise in film script writing, it recommended that the Project Coordinator seek the services of a professional writer. Several names were suggested by the Project Director and PSE. Finally, the Project employed the services of Drs. Diane Gess and Robert C. Miles of Institute for Educational Services (IES).

Redesigning the Script

A meeting was called between Dr. Gess and the Project Director and Coordinator in early February. At that time, the group worked on the proposed new script design. It was agreed that the original concepts which had been developed by the PAC and the NRC would not be eliminated. But, instead, they would be presented in a more feasible format Additionally, the format would adhere to one used in similar projects involving other subject areas. This uniformity in format between the ACTFL film and those in the other subject-areas enhanced the prospective that all the films might be sold as a package. Thus, the ACTFL film would enjoy a visibility which it might not have had had it been produced in its original form.

Dr. Gess recorded all the suggestions and subsequently rewrote the script in its final form (Appendix D). Since format rather than content was altered, the Project Director and Coordinator did not deem it necessary to have the "new" script reviewed by either the PAC or NRC. Additionally, a scarcity of time made this decision a necessary one.

Securing A Film Company

Once the final draft of the script was underway, ACTFL proceeded to seek out a company to produce the film. The names of several companies were solicited from various sources; i.e., the Project Director, PSE, and the AFL/CIO member on the NRC. It was finally decided to employ the services of Counselor Films Incorporated. This decision was based on a combination of factors; e.g., overall cost, previous filming experience on the topic, dependability and relative convenience of location (halfway between the Project Director's office in Maryland and that of the Project Coordinator in New York City.

In the early spring of 1979, a contract was formulated between the Project Office in New York and the film company in Philadelphia. Work on the film began relatively quickly.

Selecting the Film Cast

A call went out to agents and freelance actors and actresses. Approximately three weeks prior to filming, the Project Director and Coordinator, along with the film compan staff, held auditions at the office of Frank Lopatin Productions, Philadelphia, PA. The casting was completed in one day to the satisfaction of the project staff and the film directors.

Filming the Script

The actual filming began several weeks after the cast was chosen. The Project Director and Coordinator were on hand as technical advisors throughout the filming, whic took only two full days. The film company is to be complimented on its efficiency and professional conduct throughout the filming procedure.

Reviewing the Rough Cut

Within approximately one month after the filming, the project staff was invited to attend an editing session at the film company's office in Philadelphia. That session was attended by the Project Coordinator and proved to be very fruitful. Various scenes were spliced and arranged in order to achieve the greatest impact of the message intende by the various persons involved throughout the writing and filming process.

Evaluating the Film

The proposed final draft of the film was prepared for viewing at the Leadership Training Workshop (details to follow) held on the College Park Campus of the University of Maryland. At that viewing, the workshop participants (numbering 17), the entire Project staff, and invited guests previewed the film.

Barring a few unavoidable technical problems, the film was received enthusiastically by the reviewers. It was projected that the film would serve well the purpose of demonstrating how to incorporate the career education concept into the foreign language curriculum. It was also noted that the film could serve the added purpose of answering the ubiquitous question; "Why Study a Foreign Language?".

The positive oral evaluation by the combined group of foreign language teachers and supervisors and non-foreign language oriented persons in attendance at the Workshop prompted the project staff to approve the film copy as the final draft.

Marketing the Film

Plans for marketing the film have not been completed, due to delays in the production of the entire series of career education films which were produced by Counselor Films. Although all aspects of ACTFL's work have been completed, contractual delays have been encountered by Counselor Films with other agencies.

Upon resolutions of this problem, the film series will be prominently advertised by Counselor Films in their regular catalog, as well as through regular ACTFL publications and the ACTFL Materials Center brochure.

ORGANIZING AND IMPLEMENTING THE LEADERSHIP TRAINING WORKSHOP

The organization and planning of the Leadership Training Workshop involved the following tasks; setting workshop dates, publicizing the proposed workshop, constructing the participant application form, selecting the participants, notifying participants, preparing the actual workshop, conducting the workshop, evaluating the workshop and participants, and planning workshop followup.

The following is a brief description of how each of these tasks was completed.

Setting Workshop Dates

The Project was funded for one academic year, 1 July 1978, through 30 June 1979. Since the Workshop was to be the culminating project activity, the staff chose 16-18 May 1979 as the original target dates for the Leadership Workshop. Due to some delay in producing the project film and recommendations from prospective participants, the project requested an extension of time for completing its work. The USOE/OCE granted a three-month extension. This action prompted the staff to reschedule workshop dates for 16-18 August 1979. The change of dates was made with relative ease and all pertinent persons were notified.

Publicizing the Workshop

In accordance with a previous agreement with USOE/OCE, announcements were published in several issues of Foreign Language Annals, the official journal of ACTFL, as well as in newsletters and flyers sent by ACTFL to more than seventy local, state and national newsletters and journals devoted to some aspect of the topic of foreign language education. Additionally, an entire session at ACTFL's Twelth Annual Meeting in Chicago, Illinois, 23-25 November 1978 was devoted to publicizing the Workshop.

Constructing the Participant-Application Form

The Project Director and Coordinator constructed a rough draft of the proposed Participant-Application form. The draft was distributed to members of ACTFL's Steering Committee and PSE. Upon receipt of comments and suggestions from these individuals, the application form was reviewed and the final draft was prepared (Appendix E). Basically, the application sought background information concerning position, duties, responsibilities, experience in conducting workshops, specific role in any previous workshops in which they participated.

Additionally, applicants were asked to submit an audio-tape on which they recorded their philosophy and the significance of career education for foreign language instruction. A curriculum vita was also required of each applicant.

Applicants who ultimately would be chosen for initial training and subsequent workshop direction would conceivably be asked to conduct workshops during regular work hours. Therefore, the project staff deemed it appropriate to include in the application, an Agreement Form (Appendix E). This form was to be signed by the official who would ultimately grant the applicant leave from official duties for the purpose of conducting, when requested, career education workshops.

Selecting the Workshop Participants

Participants were originally asked to submit their application by 15 January 1979. This date was subsequently extended to 15 March 1979; 56 applications were ultimately received. These completed forms were reviewed during a special session of PAC. One member of the NRC, the Foreign Language Supervisor with the Georgia State Department of Education, was invited to represent that Committee at the application review session.

The six reviewers were divided into two groups of three. The Project Coordinator explained the selection criteria and subsequently monitored the selection process as it was being implemented by each team of three.

Participants were chosen on the basis of geographical location, permission for official release of institutional duties, previous experience with giving workshops and degree of familiarity with the concept. Additionally, the selection committee considered the applicant's voice quality and lecture style. These last three items were determined by listening to the audio cassette tape which applicants submitted with the written application.

A rating scale of 1-3 was used by each member of the Selection Committee. The ratings were completed independtly and subsequently averaged out within each team of three. Once an applicant was reviewed by one team, he/she was not subject to review by the other team.

Sixteen participants were ultimately chosen. They were representatives of various languages and various teaching-related positions, e.g., classroom teachers (elementary-post secondary), and local school system and state foreign language supervisors. Additionally, the participants were representatives geographically as follows; California, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Texas, and Virginia.

Notifying the Participants

Once selected, each participant was notified in writing (Appendix F). The remaining applicants were also notified of their status; either rejection or selection of an alternative (Appendices G-H).

Two participants who were originally selected found it necessary to withdraw from the workshop for personal reasons. Two alternates were chosen to replace them. A third alternate chose to attend at his own expense. It was deemed that since the individual was that interested and since he was willing to pursue the matter at his own expense, the project staff would allow him to attend. This attendee was not counted among the sixteen applicants who were officially selected.

Preparing the Workshop

Workshop-Facility Arrangement: The Workshop arrangements were handled personally by the Workshop Director with the necessary assistance of the Project Coordinator and pertinent office staff.

The site of the Workshop was the Adult Education Center on the campus of the University of Maryland, College Park. The Project secured an adequate size work room which was used throughout the workshop period. There was a nominal fee for the room rental.

Lodging and Travel Arrangements: Sleeping accommodations were provided through the Center's Conference Facilities Office. All participants chose either a single or double sleeping accommodation at the center. All meals, with the exception of one, were taken at the Center's dining facilities. Room and meals, except one dinner, were paid by the participants through their initial $200 expense allowance. The feature of the on-site lodging and meals greatly enhanced the efficiency of the participants' work schedule.

Travel arrangements were made by individual participants. Each person was provided with directions and necessary transportation information. All participants were instructed to arrive at the Conference site between 12:00 noon and 2:30 p.m. on Thursday, 16 August 1979 (Appendix I). Again, participants financed their travel through the $200 expense allowance.

Audio-Visual Equipment: All A.V. equipment for workshop activities was supplied by the University's Educational Technology Center at no cost to the project. Also, when needed, a separate dining facility was supplied; again, at no charge to the Project.

Workshop Format and Content: The Workshop began at approximately 2:30 p.m. (EST) on Thursday, 16 August 1979. It was designed to run until 6:35 p.m. on Friday, and from 8:50 a.m. to 4:30 p.m. on Saturday. No sessions were conducted after dinner on either Thursday or Friday.

The workshop consisted of a careful blend of lecture, demonstration, and laboratory work. The bulk of the sessions were presented by the Project Director with the assistance of the PAC members, Project Coordinator, and other pertinent staff. Two keynote speakers, Dr. Kenneth B. Hoyt, USOE/OCE and Mr. Neil Carey, Maryland State Department of Education were scheduled for Thursday and Friday respectively. On Saturday, Drs. Toby Tamarkin and Ernest Wilkins presented a session on Career Education for Post Secondary Institutions.

A major feature of the workshop was planned participant presentations. Each participant was notified in advance that he/she would be required to give a 15-minute presentation on a predetermined topic. The topics were carefully chosen to coincide with suggested content as listed on the Market Survey. The purpose of this action was twofold: (1) to provide the Project consultants and staff with an opportunity to evaluate each participant regarding future involvement in ACTFL-endorsed career education workshops; and (2) to add to the amount of information which participants would receive throughout the sessions. Participants were also informed of time constraints and the evaluation criteria to which the evaluators would strictly adhere. Participant's presentations were scheduled as regular sessions throughout the three-day format.

In addition to the lectures and demonstrations, the participants and guests were able to view the project film. Reactions to the film, despite some technical problems, were very favorable. These reactions and a general evaluation of the workshop and participants are detailed in the section of this Report entitled "Evaluating The Leadership Workshop." A copy of the workshop schedule and content are included in Appendix J. It should be noted that the schedule was altered as the need arose. The result of the alterations is described in the section entitled, "Continuing Workshop Activities."

DEVELOPING THE CAREER SAMPLER

The major focus of this project was the production of a training film and implementation of a three-day Leadership-Training Workshop for selected foreign language personnel around the country. These people would be trained to conduct career education-oriented workshops for national, regional, and local professional organizations and audiences which expressed a specific interest in the incorporation of the Career Concept into the foreign language program would be informed of the availability of the Sampler through the ACTFL Materials Center. The Sampler was intended to provide numerous samples of career-oriented language materials and activities.

Original Source

In an attempt to assemble varied material for the Sampler, the project staff solicited input from foreign language teachers around the country. One of the items which arrived at the project office was an extensive Career Education Guide for foreign language teachers in the State of Utah. After a careful review by the project staff, it was discovered that the Guide was precisely what the staff had envisioned as the Sampler; that is, it contained selected theoretical and practical information. This information was represented in the form of excerpts and selected examples copies, with appropriate permission, from books, various local school systems, career guides, and other actual classroom materials. Additionally, the Guide contained an extensive bibliography and a valuable materials list. In short, the Guide contained all the vital information, and more, which had been planned for the project Sampler.

A decision was made to seek permission from the appropriate authorities to adopt and adapt the Guide for the project. Permission was granted, and with the appropriate alternations, the Utah Guide was adopted and renamed the ACTFL Career Education Sampler. For this, the Project staff is deeply indebted to the Utah State Board of Education and the teachers who contributed to the publication.

Content

The Sampler (Appendix K) contains selected excerpts on the theoretical and practical aspects of career-oriented curriculum development. Specifically, it includes vital information on the Career Education concept as it relates to: (1) foreign language training; (2) strategies for implementation; (3) careers where knowledge of a second language is necessary and useful; (4) integrating career education into the foreign language curriculum; (5) sample career-oriented foreign language units; (6) career awareness activities; (7) a selected career-oriented bibliography; (8) media materials; and (9) general career education resources. The foregoing pages detail the procedures and outcomes related to the film production and the workshop implementation.

This section of the report presents a detailed description of a third task; the development of a guide which would help classroom teachers to further develop career-oriented foreign language materials and concepts in their daily teaching situations. The guide, the *ACTFL Career Education Sampler*, was conceived for and included in this project as a supplementary task to that of the development of the major products (the film and the workshop) as required in this project. It was the consensus of the project staff that if classroom teachers, after a given workshop, were expected to continue with the development of career-oriented curriculum material, they needed "samples" of material which would facilitate the *development* task. Hence, the project staff produced the *Career Education Sampler* in order to meet this perceived need.

Current Status

The *Sampler* is currently in rough draft form (Appendix K). It has undergone an initial editing process and is slated for further scrutiny by the project staff. Input was solicited at the Leadership-Training Workshop in August of 1979 and further comments and suggestions are expected at the Annual Meeting of ACTFL in November of 1979.

The product format (see below) allows for continual up-dating. It is expected that any new pertinent material, both solicited and volunteered will be evaluated for inclusion as a supplement to the existing guide.

Purpose

The major purpose of the *Sampler* is that it be utilized by language classroom teachers as they develop career-oriented classroom materials. A secondary, *Sampler* is its use by workshop directors as they attempt to instruct participants (classroom teachers and supervisors) in the development of a career-oriented curriculum. While workshop leaders will be provided with a copy of the *Sampler* for information-delivery purposes, school systems will be encouraged to purchase it through the Materials Center for its more detailed purpose: offering many examples of how to develop classroom materials which are career oriented.

Format

The *Sampler* is being produced in looseleaf format so that material can be added or deleted as appropriate. It will be formated by section (colored, tabbed dividers) under titles such as, Theory, Sample Units, Selected Classroom Activities, etc.

The content is in an abbreviated form which is indicative of the product title, i.e., *Career Education Sampler*. Again, teachers are directed to use this as a *guide* for developing materials rather than a comprehensive source of "ready-made" materials. It was the consensus of the Project Advisory Committee that teachers be encouraged to develop materials which were unique to their specific teaching situations.

Dissemination

The Sampler will be placed in the ACTFL Materials Center and will be available for purchase by individual school systems and teachers. It will be advertised in appropriate professional publications and ACTFL-sponsored career education workshops.

CONTINUING THE LEADERSHIP TRAINING

Certain aspects of the training workshop in August were altered (see the complete Final Evaluation Report: Career Education Project, which is provided on page 20); the Project staff, realizing the importance of the information which was eliminated, and acting on the suggestions of PSE, decided to hold a special session at the ACTFL Annual Meeting in Atlanta, November 1979. Letters were sent to all participants informing them of the plans to continue their training in Atlanta. Approximately one-half of the participants responded positively to the invitation. For those who were not able to attend, plans were made to mail them all pertinent material (handouts and reading lists).

PUBLICIZING THE PROJECT RESULTS

Since this project's products were directed toward educating the entire foreign language profession to the need to incorporate the career education concepts into the foreign language curriculum, the staff planned various publicity activities to inform foreign language educators of the project.

ACTFL Annual Meeting

Plans were made to present a formal session at the Association's Annual Meeting in Atlanta, Georgia, in November, 1979. The session was publicized as a regular meeting session for foreign language personnel at all instructional levels. During that session, the Project Director described and demonstrated, where feasible, the Project products. Additionally, he informed those present about the nature and availability of the corps of personnel who were trained to present foreign language workshops throughout the country. The session attendees were instructed on how to proceed for requesting ACTFL sponsored workshops on incorporating the Career Concept into the foreign language curriculum. They were also asked to share with ACTFL any material which they had and which they thought might be appropriate for the Sampler or as a separate item to be placed in the Materials Center.

The Project film was shown at this meeting and reactions were solicited from the audience.

Published Article

The Project Director is preparing an article on the procedures and results of the project. Basically, the publication will contain the information which was shared at the Annual Meeting session. The article will be submitted to Foreign Language Annals, the ACTFL journal, for publication. This will assure exposure for the project and the work of ACTFL in the field of career education as it relates to foreign language instruction. It is expected that these publicity efforts and those which were conducted prior to and during the project's duration will yeild a number of requests for ACTFL-sponsored career education workshops.

Inservice Training in Career Education

OMB NO. 85-R0180

FINANCIAL STATUS REPORT	1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT Department of Health, Education and Welfare	2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO. G0078C0023

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION
American Council on the Teaching of
Foreign Languages
2 Park Avenue
New York, NY 10016

4. EMPLOYER IDENTIFICATION NO. 13-2780784

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. PIN# N342

6. FINAL REPORT ☒ YES ☐ NO

7. BASIS OF REPORT ☐ CASH ☒ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year) FROM 7 | 1 | 78 TO 9 | 30 | 79

9. REPORT PERIOD (Month, Day, Year) FROM 7 | | 78 TO 9 | 30 | 79

10. STATUS OF FUNDS — PROGRAMS - FUNCTIONS - ACTIVITIES

	(1) Personnal/ Benefits	(2) Travel	(3) Supplies	(4) Contractural	(5) Other	(6) Indirect Costs	TOTAL
a. Total outlays previously reported	0	0	0	0	0	0	0
b. Total program outlays this period	29,688	1,739	500	26,795	8,840	12,760	80.322
c. LESS: Program income credits	0	0	0	0	0	0	0
d. Net program outlays this period	29,688	1,739	500	26,795	8,840	12,760	80,322
e. Total program outlays to date	29,688	1,739	500	26,795	8,840	12,760	80,322
f. LESS: Non-Federal share of program outlays	1,724	739	-	-	1,590	1,269	5,322
g. Total Federal share of program outlays	27,964	1,000	500	26,795	7,250	11,491	75,000
h. Total unpaid obligations	0	0	0	0	0	0	0
i. LESS: Non-Federal share of unpaid obligations	0	0	0	0	0	0	0
j. Federal share of unpaid obligations	0	0	0	0	0	0	0
k. Total Federal share of outlays and unpaid obligations	27,964	1,000	500	26,795	7,250	11,491	75,000
l. Total Federal funds authorized	27,964	1,000	500	26,795	7,250	11,491	75,000
m. Unobligated balance of Federal funds	0	0	0	0	0	0	0

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☐ FINAL
☒ PREDETERMINED ☐ FIXED

b. RATE 31.3%
c. BASE $ 36,714
d. TOTAL AMOUNT $ 11,491
e. FEDERAL SHARE $ 11,491

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME / TITLE: C. Edward Scebold, Executive Director
TELEPHONE: AREA CODE 212 NUMBER 689-8021 EXT.
SIGNATURE OF AUTHORIZED OFFICIAL
DATE REPORT IS SUBMITTED: 8 January 1981

HEW-601T

Policy Studies in Education

680 Fifth Avenue, New York, New York 10019 • (212) 397-0040

FINAL EVALUATION REPORT

CAREER EDUCATION PROJECT

Prepared for the

American Council on the Teaching of Foreign Languages
2 Park Avenue
New York, New York 10016

August, 1979

A Division of the Academy for Educational Development

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INTRODUCTION

The American Council on the Teaching of Foreign Languages (ACTFL) contracted with Policy Studies in Education (PSE) for the formative and summative evaluation of ACTFL's 1978-1979 career education project funded by the Office of Career Education of the U. S. Office of Education. The thrust of the project was to provide training for a select group of nationally representative foreign language educators who could then, in turn, conduct career education training workshops for their peers across the country in the coming years under ACTFL's auspices.

ACTFL staff developed two resources for use in these future career education training workshops: (1) a color film of approximately 15 minutes to show how career education can be infused into the foreign languages, predominantly at the secondary school level; and (2) a career education sampler of print materials to provide a variety of ideas and exercises for the teacher trainers' use in the workshops. During the project year, PSE provided formative evaluation of those two resources, most notably through conducting an extensive market survey of likely users to determine what should be included in both the film and the sampler. The survey was sent to a representative group of approximately 70 foreign language educators nationwide, enjoyed a very good response rate of about 70 percent, and the results were transmitted to the ACTFL staff early in the project year for their use in planning and developing the two products. In addition, PSE reviewed early drafts of the film script in order to help determine that the most important points of the career education movement had been included.

Recently, PSE conducted a summative evaluation of the three-day leadership training workshop which ACTFL held for the 17 selected foreign language educators in College Park, Maryland, on August 16-18, 1979. PSE provided: (1) formative evaluation of the workshop during the three days; (2) summative evaluations of the workshop itself and the group of participants; and (3) summative evaluations of each of the 17 participants individually. The summative evaluations of the workshop and the participants--both as a group and as individuals--are the subject of this final evaluation report.

Finally, PSE prepared an instrument for use by ACTFL and the workshop participants in evaluating future training workshops to be conducted by the participants. Thus, ACTFL can monitor the quality of the sessions and leaders without having to send a representative in person. This instrument has been transmitted to ACTFL separately.

EVALUATING THE LEADERSHIP TRAINING WORKSHOP

Three sections of PSE's nine-page questionnaire which participants completed at the end of the workshop dealt with evaluating the workshop itself in terms of: (1) content; (2) specific sessions and strategies; and (3) the resources--the film and the sampler--which ACTFL had developed during the year for future use by these trainers.

Workshop Content

PSE asked the participants to rate how well the workshop had taught them about career education and had enabled them to carry out workshops in the future. The 16 participants who responded said that the 12 workshop goals for their own learning had been accomplished well, on the average, and gave the typical goal a rating of 5 on a scale from 1 (not at all well accomplished) to 7 (extremely well accomplished).

Of course, some goals were accomplished better than others. The following three each received a rating of 6, thus indicating that these goals had been accomplished quite well by the participants through the workshop:

- explaining the benefits of career education for foreign language students;
- recognizing and coping with problems teachers/supervisors might have in deciding to infuse career education into foreign languages; and
- using a variety of print and audio-visual resources in developing their own career education infused foreign language lessons/materials.

PSE agrees that the workshop participants, by the end of the workshop, were quite well able to discuss the importance of career education for foreign language students and to use those beliefs to persuade other educators--even reluctant ones--to include career concepts in their instruction. The basic rationale for career education was well presented and well discussed by most participants during the workshop.

It is not surprising that participants also felt quite well able to use a variety of resources in developing their own career education infused foreign language lessons, largely because of the great variety of lesson ideas and actual materials which were presented by many different participants during the workshop. Each participant was required to give a 15-minute presentation to the group (these will be discussed in detail later in this report), and many chose to make that presentation on exemplary career education activities and materials in foreign language instruction. ACTFL's sampler, which was given to each participant, also served as another resource for lesson ideas and actual classroom exercises and was prepared for easy use in the classroom.

Six of the 12 goals each received a rating of 5, thus indicating that the participants felt they had achieved those goals well, though they might have done better. Those goals were:

- understanding the general goals of career education;
- understanding the specific goals of career education in foreign languages;

- developing their own career education infused foreign language lessons/ materials;

- planning and organizing a career education in foreign languages workshop which they would conduct;

- conducting their own career education in foreign languages workshop effectively; and

- evaluating career education infused foreign language lessons/materials developed by others (including commercial products).

The participants accurately reflected that they had a slightly above average understanding of the general goals of career education and the specific goals of career education in foreign languages. However, they were not--and are not now--able to define the broad scope of career education as a movement which includes elements as different as decision making, employability skills, and economic awareness. They were well able to give examples of the goals of career education in terms of career awareness and self-awareness for students. So, while they had some understanding of the movement, a broader understanding would be needed before they should be sent to train others--as their own ratings indicate for themselves.

PSE feels the participants also accurately rated their ability to develop their own career education infused lessons as slightly above average, although PSE believes that their ability to develop lessons in the areas of career awareness and self-awareness is well above average. Participants probably did not have as much time as they needed to practice development of these lessons for themselves in the workshop. Thus, while they felt they could do quite well in using a variety of print and audio-visual resources in developing the lessons (as explained earlier), they did not have a sufficient chance to practice using their knowledge of those resources.

The participants also rated themselves as slightly above average in their ability to plan, organize, and conduct their own career education workshop for foreign language educators. Based on their individual presentations (which will be described in greater detail later in this report), PSE feels that a rating of 5 accurately reflects the group's abilities as trainers, but that about one-third of the participants would clearly have rated a 6 or 7--especially if given a semi-structured workshop outline with fundamental career education information built in.

Little work--if any--was done during the workshop on evaluating lessons and materials, both those produced by the participants themselves and by others. The lack of attention accounts for the about average ratings which participants gave to goals dealing with evaluation--one goal concerning evaluation of others' lessons and materials (a rating of 5) and one goal concerning evaluation of their own lessons and materials (a rating of just 4). While one participant gave her 15-minute individual presentation on how to evaluate a workshop, no time was spent on how to evaluate lessons and materials. ACTFL may wish to make up for this deficiency by including appropriate background information and exercises on evaluation in the career education sampler which will be given to each of the participants for use in their future training activities.

In addition to the goal of evaluating their own career education infused foreign language lessons/materials, two other goals also received a rating of just 4 on the 7-point scale, indicating that the participants felt the workshop had been just average in helping them accomplish the goals. These last two were:

- involving the business/labor/industry/professional/government community in providing career education for foreign language students; and
- adapting existing foreign language lessons/materials to include career education.

PSE agrees that the workshop did not concentrate on helping participants learn to involve the community in providing career education, although many references were made about ways to use community resources in the classroom during the individual 15-minute presentations. Since almost one-third of the participants indicated that they felt they had already accomplished this goal before attending the workshop, ACTFL was correct in not making this goal a major emphasis of the workshop.

PSE also agrees that the workshop was no better than average--and probably was somewhat worse than average--in providing opportunities for participants to try their hands at adapting existing materials to include career concepts. While a major workshop activity had been planned to meet that goal directly, it was cancelled on the last day of the workshop because of time constraints. PSE feels that such an exercise would have been useful to many of the participants who did not already have curriculum adaptation skills (possibly one-half of the participants, in PSE's judgment).

Workshop Speakers and Strategies

Participants were asked to rate the five workshop leaders/ consultants both in terms of the value of the content of their presentations and in terms of their effectiveness as speakers. Overall, participants gave the five speakers an average content rating of 5 on a scale from 1 (not at all valuable) to 7 (extremely valuable) and an average speaker effectiveness rating of 5.5 on a scale from 1 (not at all effective) to 7 (extremely effective.) Thus, the five presenters as a group were slightly more impressive as speakers in terms of style and presentation than they were as presenters of valuable information about career education.

It is important to note that the workshop leader hired by ACTFL for the project and the two consultants he brought in to discuss career education at the postsecondary level received higher ratings both in terms of their content and in terms of their speaking effectiveness than the state and national career education leaders who were invited to speak. PSE believes that the presentations made about career education from the statewide and then from the nationwide perspective were too abstract and disconnected from the realities of classroom instruction for the participants to rate them as particularly valuable in the future training of teachers. On the other hand, the workshop leader and the two consultants in postsecondary education were viewed as having actual classroom experiences as well as considerable experience in training teachers and thus were a better source of practical information about career education in the foreign language classroom.

The participants felt extremely positive about the value of the interaction among themselves and between the group and the workshop leaders in terms of information, knowledge, and skills exchanged. Participants felt their interaction with each other was extremely informative (a rating of 7 on a 7-point scale) and that their interaction with the workshop leaders was also quite informative (a rating of 6 on a 7-point scale). Thus, by their own testimony, the participants were able to learn both from each other and from those experts ACTFL brought in to help them.

One major way in which they learned from each other was during their individual 15-minute presentations. Almost two-thirds of the participants rated these individual presentations as an extremely effective (a rating of 7 on a 7-point scale) learning experience for themselves. In addition, three-quarters of the group felt that making the presentation had been quite an effective (a rating of 6 or 7 on a 7-point scale) method of helping them think over and pull together their own thoughts on various aspects of foreign language teaching and workshop presenting. PSE feels the 15-minute presentations served as a good sample of what these participants could do in the future in conducting workshops and gave ACTFL a good opportunity to judge the personal styles and general intelligence of the participants. The 15-minute time limit helped keep the total volume of individual presentation time down to a reasonable portion of the entire three-day program and also forced each participant to think hard about his or her subject and prioritize the information and skills they wished their peers to learn from the presentation.

Workshop Resources: The Film and the Sampler

The typical participant felt that ACTFL's career education film would be a valuable resource in conducting future workshops (a rating of 5 on a 7-point scale). The film's greatest strength was its clear presentation of career education appropriately infused into foreign language instruction. On the other hand, the film's greatest weakness was the staged, slightly unnatural quality of some of the classroom scenes.

Having taken part in the production and evaluation of several career education films over the past two years, PSE feels that ACTFL's film is well above average in quality by comparison. There is a nice variety of scene settings, styles of narration, characters, and career content. The staged quality of some of the classroom scenes will not, in PSE's opinion, be a drawback to the film. It should indeed serve these workshop participants well in their training of other foreign language educators in the future.

Reactions to the sampler of print background materials, lessons, and exercises were limited to the several participants who had a chance to study it thoroughly during the three-day period. All the participants who felt they could rate the sampler (about one-quarter of them) felt it would be an extremely valuable resource (a rating of 7 on a 7-point scale) for them in conducting future workshops. They also felt that the sampler provided them with enough appropriate career education resource materials for use in future workshops. The sampler's greatest strength was its content and its greatest weakness was a lack of section dividers and table of contents. Since it is still in a pilot stage, PSE encourages ACTFL to work further on the sampler's format before publication, thus meeting the participants' major criticism.

Two additional documents which participants suggested be included in the sampler--and PSE agrees strongly with these suggestions--are suggested workshop outlines and material on the eight elements of career education. Both suggestions stem from the participants' feelings that they are not well enough versed in the career education movement to conduct training workshops with complete confidence. Suggested workshop outlines which specify certain concepts in career education which must be covered (particularly the eight elements which show the broad scope of career concerns) along with the background material to deliver that information to future workshop participants would be extremely valuable to these trainers.

PSE believes that ACTFL has done a good job in producing the film and the sampler and agrees with the participants that they will be valuable resources to them as they conduct future workshops.

EVALUATING THE WORKSHOP PARTICIPANTS

PSE evaluated the participants both as a group and as individuals in terms of their attitudes and knowledge about career education and their abilities to conduct workshops on career education in foreign languages.

When asked to rate themselves as a group, participants gave themselves above to well above average ratings on a 7-point scale in the following three areas:

- attitudes about career education in foreign languages (a rating of 7--excellent);
- abilities to conduct workshops on career education in foreign languages (a rating of 6--very good); and
- knowledge of career education in foreign languages (a rating of 5--good).

Based on our observations of the participants during the workshop, PSE strongly concurs with the rank order the participants chose for themselves--attitudes, abilities, and then knowledge. As explained earlier, the participants need to develop a broader understanding of the many facets of career education in order to improve their knowledge about the movement before giving training workshops in the future. Their abilities to conduct workshops rank higher than their knowledge of career education because many of them were effective speakers with interesting ideas in limited areas of career education. These abilities were evaluated carefully for each individual during his or her 15-minute presentation.

In order to get a better understanding of the attitudes the participants held, they were asked to agree or disagree (on a 5-point scale) with a series of statements about career education.

Approximately two-thirds of the group strongly agreed with the following statements:

- it is important to show students how they will use basic skills later in life;
- students who are going on to college need career education;
- career education should be available to all students from kindergarten through grade 12;
- students should have a chance to apply basic skills in world of work activities while still in school;
- career education should be taught by regular teachers rather than by special career education teachers;
- the present high school vocational education courses do not teach students enough about the world of work;
- it is important for secondary school students to talk to many different people about their jobs; and
- including information about job possibilities in art and music courses would not detract from them.

Thus, positive attitudes toward career education were shown on a variety of topics from appropriate target populations for career education to appropriate means of delivering career education even to some specific student career education activities which should be included in the students' school program.

Fewer participants felt strongly about the following statements, although approximately one-third of them did strongly disagree that:

- the school guidance department should carry the primary responsibility for career education;
- career education is just another fad that will soon be forgotten;

- schools should not support career education financially because school budgets are becoming too limited; and
- a student's choice of career cannot be changed by career education in school.

The fewest number of participants strongly agreed with the following three statements:

- if schools were career-oriented, they would be useful to more students;
- every student should graduate from high school with a salable skill he or she can use on a job; and
- "hands-on" work experience should be included in every student's high school program.

The second and third statements are of particular interest to ACTFL. As was discussed many times during the workshop, foreign language teachers are concerned that they are expected to produce high school graduates who are proficient enough in a foreign language that they could use their reading, writing, speaking, and listening skills to get a job. They feel this is unreasonable in most cases--as is undoubtedly true--and probably responded with that bias that every student need not graduate from high school with a salable skill. Second, few participants recognized the strong merits of hands-on work experience, such as in internships, probably because the topic was not sufficiently addressed during the three-day workshop. ACTFL should consider including materials on exemplary internship programs, for example, in the sampler so that those possibilities can be explored in future workshops given by these participants.

Individual Ratings. PSE rated the individual participants in three major areas: (1) their individual 15-minute prepared presentations in terms of the content, their leadership of the session, their voice quality, and their personal style; (2) their interaction with the group, both in small group work and in large group work; and (3) their knowledge about and creativity with career education in terms of sample lessons they could create from a given foreign language classroom situation and in terms of justifications for career education in foreign languages they could make to a variety of professional and lay audiences. Participants received a score in each area, and these scores were added to peer ratings to produce an overall score. Individual peer ratings were made by asking each participant to choose the three best workshop presenters from among the 17 participants. PSE's own detailed ratings of the 15-minute presentations were weighted slightly more heavily than the other scores

Of the 17 participants, the scores show that five would do a good job of presenting future workshops on behalf of ACTFL, five might do an acceptable job with some additional help, and the remaining seven should probably not be used as trainers at this point. PSE has given ACTFL a rank ordered list of the participants to use in making a final decision about each one.

PSE fully agrees with this composite assessment of the 17 individuals and feels ACTFL should certainly work with the top five in the future and should strongly consider working with one or more of the second-ranking group as well if additional time and help can be given to them.

RECOMMENDATIONS

Many recommendations have already been given in this report for ACTFL's future contact and work with those workshop participants whom ACTFL would use as future teacher trainers for career education in the foreign languages. Most of those recommendations dealt with knowledge and skills which the participants still needed to acquire, in PSE's judgment, especially knowledge about the broad scope of career education. Those recommendations will not be recapped here.

PSE would, however, like to make two final suggestions, one concerning the method by which the workshop participants could receive additional training in career education and one concerning how the participants might be used to conduct initial training sessions which ACTFL staff might monitor.

First, PSE feels that the participants need to do a considerable amount of reading about career education--the history of the movement, the traditional eight elements which serve to define career education, articulation between the elementary and middle/junior high schools and then between the middle/junior high and high schools, to name a few important topics. Because reading and study are not best done in a group setting, we would not recommend a second leadership training conference. We would recommend that the participants be asked to read and study appropriate materials and then discuss and answer key questions about career education in general and in the foreign languages specifically.

A possible plan might be:

1. Participants will read ACTFL's career education sampler along with additional background materials on career education, such as definitions of the eight elements and sample goals for each one, Kenneth B. Hoyt's Primer of Career Education, and other sources yet to be identified.

2. Participants will be given a list of key questions which they should keep in mind while they are reading the materials so that they can develop good answers to them. Sample questions would include:

   - What isn't career education?

   - If you opened two classroom doors, name five ways you could tell career education was going on in one classroom and not the other.

   - Haven't good foreign language teachers always taught this way?

   - Won't career education dilute the learning of the foreign languages?

   These questions are important--and there are many more like them--because the participants will undoubtedly be asked many of them in future workshops they might conduct, and ACTFL should be assured that they will be able to supply persuasive, solid answers.

3. Participants will be given a list of telephone numbers of all other participants and will be encouraged to telephone each other to discuss the materials and their ideas on the set of questions.

4. Later, ACTFL will assign one or two questions from the list to each participant and ask that an appropriate answer be written. It will be an open-book examination so that participants can make good and appropriate use of their print materials and each other by telephone.

5. ACTFL will collect all answers, duplicate them, and send a set of all answers to each participant for grading. Each participant will then grade all papers, thus having the opportunity to read well thought out answers to each of these key questions and to add their own comments to the answers if they can improve on them. Participants will be encouraged to make additional notes so that ACTFL will get a better understanding of their ability to deal with these key questions.

6. ACTFL will then collect all graded papers, judge the quality of both the original answers and added notes each participant was able to make, and return the critiqued papers to their original authors for a final rewriting of the answer to each question. In that way, both ACTFL and the participants will eventually be able to have a set of model answers to key questions which might come up in any typical workshop setting. Simultaneously, of course, ACTFL will have had the opportunity to judge the knowledge and skill which each participant used in answering the questions, critiquing the answers of others, and rewriting their original answers.

While this is an extensive intellectual exercise requiring time from the participants as well as from some ACTFL staff, it does not require great additional cash expense as another conference would. If participants are willing to take part in this exercise, it will give ACTFL further evidence that they are serious in wanting to take part in ACTFL's future efforts in teacher training in career education and is perhaps the best way to make sure the participants gain a richer understanding of career education itself.

Second, PSE believes each participant should give his or her first training workshop in a location convenient to ACTFL staff so that a staff member can monitor that first effort. While the questionnaire PSE has given ACTFL will serve as a monitoring device for all future workshops, it would be advisable to see at least one of each participant's in person. To facilitate that scheduling, ACTFL might set up career education workshops at its annual convention in November and have each participant be responsible for one. Each session might last about two hours, thus giving ACTFL staff a reasonably good idea of how the participants are able to perform with a group of their peers. Of course, the career education workshops at the annual convention would also serve as good publicity for career education and would let ACTFL members know that ACTFL is taking an active interest in the movement. If sufficient time is not available for all participants to perform at the annual convention, similar arrangements might be made for the annual regional meetings held throughout the country.

Appendix A

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
COLLEGE PARK 20742

PARTMENT OF SECONDARY EDUCATION PHONE: 301-454-2021

ACTFL Career Education Project

Proposed Concepts for Inservice Film

The following are the proposed concepts and other considerations which the Project Advisory Committee deems essential as content for the inservice film being developed in conjunction with this project.

At our meeting on Saturday, August 19, 1978, the Advisory Committee concluded that the film should present (not necessarily in the following order):

1. A succinct definition of Career Education as defined by Kenneth B. Hoyt:

> "Career Education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual." (Hoyt, et.al.,Career Education: What it is and How to do it,2nd Ed.,P.15)

It is recommended that Dr. Hoyt give the definition personally.

2. A succinct rationale for the movement which would highlight how Career Education cuts across all disciplines and how foreign language, as a communication tool, also cuts across all disciplines. These two concepts are parallel and should be presented that way. This could also be given by Dr. Hyot.

3. Several(5) misconceptions would serve as a point and counter-point device. They are,that: a) fundamental skills (listening, speaking, reading, and writing) would be neglected; b) in addition to all their other duties, foreign language educators must now become career counselors; c) career-oriented information can be presented in a "one-shot" presentation; d) the Career Education concept is incompatable with the traditional foreign language course of study because of curricular time constraints; e) a career orientation means the watering down or elimination of the literature and / or culture component in the F.L. curriculum. These misconceptions hamper F.L. career efforts and require succinct responses.

4. A rationale for a "broad-based connection: a)career education transcends the entire educational curriculum; b) language as a tool for communication is apropos to all 15 career clusters; c) foreign language is valuable as an ancillary skill in addition to its worth

[illegible] skill

as a primary skill; d) a study of the world of work in the target culture enhances knowledge of that culture and its people; e.g., time concept, priorities in personal relationships, leisur time activities, etc.; e) promotes selfawareness and exploration of personal values.

5. A connection between career education and "leisure time;" Utilization of the target language in recreational activities involving books, travel, theatre, cinema, museums, dance, etc.

6. A connection between career education and unpaid work (volunteer services), e.g., Red Cross language bank, meal-on-wheels, libraries, schools (English as a Second Language programs), hospitals, hot lines, etc.

7. A focus on some parameters as the concept relates to the F.L. curriculum in secondary education (middle, Junior, and Senior high schools); it (the concept) is limited to the exploration and awareness stages of vocational maturation and is not intended to resove career choices for students. It compliments the role and function of the secondary school to broaden student experience and expose them to possibilities in the world of work and leisure time pursuits.

8. A quick exposé of some blending techniques (a glimps of some actual classroom activities); e.g. drilling career oriented vocabulary, simulation (role play an interview), students putting up a career ed. bulletin board, students working on a crossword puzzel or at a learning station.

In addition to the preceding, proposed film content, the Advisory Committee maintains that the film should include:

1. Humor
2. Conflict (Point/Counter-Point)
3. Change of Pace
4. No age, race, cultural, or sex bias
5. Actual classroom shots
6. Statistical facts
7. NEA Global Concept of Educ.
8. On-the-job shots (not just white collar professions)
9. Direct and non-direct approach for capturing the observers attention

PSE/ACTFL Recommendations for Film Concepts

Film Concepts

1. Not knowing a second language could be a barrier to communication in crucial instances; e.g. matters of life and death, political or business negotiations, research and scientific discoveries, etc.

2. Career Education is not vocational education. However, the latter is an important aspect of the former at the appropriate stage (final). The awareness stage is the first step.

3. Career Education is an educational vehicle for teaching regular subject matter. It should not be taught as a separate "subject" or "subject area" in addition to the regular course content.

4. Knowledge of another language can enhance chances for employment, but not necessarily guarantee it.

5. Students should not be "pigeonholed," but "directed" to sources in possible careers and counseled to investigate numerous options.

6. Career Education includes not only paid activities, but also unpaid volunteer and leisure activities.

7. While not ignoring foreign languages as a primary skill, we must emphasise it for its ancillary value in many or all of the 15 career clusters.

8. Career Education is not a "one shot" presentation, but an on-going process throughout the course of study. It is carried out through pattern drills, dialogue presentations, role playing, question/answer drills, invited speakers, field trips, etc.

9. Career Education is not to replace traditional language study, but to be encorporated in it and thus enhance the rationale for studying language.

10. Career Education gives the study of language a purpose other than entering college or demonstrating intellectual capabilities.

11. Career Education is for all subject areas. Languages are not exempt. This is our opportunity to become a part of the total curriculum. We must respond to total school-system goals and not just immediate F.L. Curriculum goals.

12. Career Education plays a vital role in developing students attitudes toward society and the role they must play in order to contribute positively to it. It is not a question of "how much can I earn" but one of how much do I enjoy what I dm doing and how does that make this country a better place in which to live?

All numbers given are percentages.

Appendix C

POLICY STUDIES IN EDUCATION
880 FIFTH AVENUE • NEW YORK, N.Y. 10019

October 25, 1978

The American Council on the Teaching of Foreign Languages (ACTFL) is developing a set of foreign language teacher training materials—a film and accompanying resource kit of print materials—on infusing career information and concerns into foreign language instruction. The project is being supported by a grant from the Office of Career Education of the U.S. Office of Education.

This questionnaire is designed to gather your opinions about the proposed teacher training materials so that ACTFL can develop training materials which you will find valuable, interesting, easy-to-use, and attractive. This survey is being conducted for ACTFL by Policy Studies in Education (PSE), a Division of the Academy for Educational Development, which is a non-profit research organization in New York City.

Please complete the questionnaire as soon as possible and return it in the stamped self-addressed envelope provided—no later than November 13—so that ACTFL can make the best possible use of your opinions and suggestions. If you have any questions about the survey or the project, please feel free to call C. Edward Scebold, the Executive Director of ACTFL, at 212-689-8021, or Regina H. Paul, Research Associate at PSE, at 212-397-0040. Thank you very much for your time and cooperation, and we look forward to receiving your completed questionnaire.

Name: FINAL TALLY – 60% response

Title: (45 rec'd of 75 sent out)

Business Address: ____________________

____

____

Business Telephone Number: ____________________

12/13/78

A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

All numbers are percentages

I. The Film

1. How important is it to include the following career education topics in the film? (Circle one number for each item. If you are not familiar with any of the items listed, do not respond to it.)

	Not At All Important						Extremely Important	
a. Definition of career education	0 1	4 2	4 3	2 4	18 5	13 6	58 7	
b. Differences between career education and vocational education	0 1	0 2	4 3	18 4	13 5	27 6	38 7	
c. Eight elements (e.g., self-awareness, employability skills, career awareness, etc.)	0 1	0 2	0 3	9 4	29 5	24 6	29 7	9 NA
d. Occupational clusters	0 1	0 2	0 3	24 4	20 5	31 6	24 7	
e. Infusion of career concerns into regular classroom instruction	0 1	4 2	4 3	4 4	11 5	22 6	47 7	7 NA
f. History of career education	24 1	24 2	11 3	16 4	7 5	0 6	2 7	16 NA
g. Current status of the movement	18 1	11 2	13 3	18 4	22 5	9 6	4 7	4 NA
h. Career education for unpaid as well as paid work	0 1	2 2	4 3	7 4	24 5	33 6	27 7	2 NA
i. Career education for leisure time	0 1	0 2	2 3	7 4	22 5	33 6	33 7	2 NA
j. Other (Please specify.) ________	1	2	3	4	5	6	7	
k. Other (Please specify.) ________	1	2	3	4	5	6	7	
l. Other (Please specify.) ________	1	2	3	4	5	6	7	

2. Do you have your own definition of career education?

47 No 9 NA

44 Yes -- Please write your brief definition. ____________________

____

____

3. What percentage of the film should be in-school (e.g., classroom) scenes vs. out-of-school (e.g., community) scenes?

4	13	9	4	2	9	20	11	9	2	2	13
10/90	20/80	25/75	30/70	35/65	40/60	50/50	60/40	70/30	75/25	80/20	NA

____% In-school

____% Out-of-school

100 % Total

4. Who should be asked to endorse the film and by what method? (Check as many as apply.)

	Spoken Statement on the Film	Credit Line on the Film	Written Statement in the Print Materials	
a. Professional education associations (e.g., MLA, NEA, AFT, etc.)	24	58	71	
b. Professors of foreign language teacher training	71	22	62	2 N
c. Noted experts in foreign languages	36	16	47	
d. Business and industry community	77	29	42	
e. Dr. Kenneth Hoyt, Director of the Office of Career Education	38	40	38	
f. State career education coordinators	16	27	40	2 N
g. Local district career education project staff	20	13	24	2 N
h. Other (Please specify.)	9	4	2	[illegible]
i. Other (Please specify.)	2	0	2	
j. Other (Please specify.)	2	0	2	

5. How interested would you be in having a celebrity (e.g., Pearl Bailey) narrate the film? (Circle one.)

Not At All Interested						Extremely Interested	
4	2	7	20	9	11	44	2
1	2	3	4	5	6	7	NA

6. How long should the film be?

0 5-8 minutes

4 9-12 minutes

15 min [29 13-16 minutes

38 17-20 minutes]

16 21-24 minutes

13 25 minutes or more

7. How interested would you be in "trailers" to the main film? (Trailers would be language-specific brief add-ons to the main film, e.g., a French trailer, a Spanish trailer, a German trailer, etc.) (Circle one.)

Not At All Interested						Extremely Interested
0	4	4	2	11	22	56
1	2	3	4	5	6	7

8. If trailers are produced, should the narration be in English or in the specific foreign language focused on in each trailer? (Check one.)

53 In English

33 In each specific foreign language

13 Combination

II. Resource Kit

9. How important is it to include the following print materials on career education and foreign languages in the career education resource kit which will accompany the film? (Circle one number for each item.)

	Not At All Important 1	2	3	4	5	6	Extremely Important 7	
a. Ditto masters for student handouts	2	2	0	9	20	31	36	
b. Transparencies for in-class use	4	2	7	11	7	42	27	
c. Wallcharts and other classroom display materials	0	2	4	20	11	36	9	18 NA
d. Puzzles and games	4	7	22	18	24	11	11	24 NA
e. Pattern drills and exercises	22	9	24	16	13	7	9	
f. Instructions for setting up individualized career-oriented learning centers	0	2	4	11	13	42	27	
g. Reprints of key journal articles	4	13	7	24	27	13	9	
h. Annotated bibliographies of supplementary reading materials on career education and foreign languages	4	4	9	11	36	18	18	
i. Excerpts from career education-infused foreign language texts and materials	2	2	11	16	24	29	16	
j. Annotated bibliography of appropriate instructional materials and media	2	4	7	11	24	31	20	
k. Annotated list of employers of persons with foreign language skills	0	2	9	4	11	22	51	
l. Brochures and materials from employers of persons with foreign language skills	0	0	2	7	13	29	49	
m. Community survey form for identifying your own community's resources	0	2	0	7	9	27	56	
n. Ideas for working with community employers	0	2	0	4	13	33	47	
o. Interviews with persons using foreign language skills on the job	0	2	4	13	11	22	47	
p. Job descriptions specifying foreign language competence	0	2	0	2	9	29	56	2 N
q. Labor market statistics on number and types of jobs requiring foreign language skills	0	2	2	7	16	31	42	

	Not At All Important						Extremel Importan
r. Other (Please specify.) ______________	1	2	3	4	5	6	7
s. Other (Please specify.) ______________	1	2	3	4	5	6	7
t. Other (Please specify.) ______________	1	2	3	4	5	6	7

10. What percentage of the print materials should be ready-to-use vs. suggestions and ideas for developing your own lessons and materials?

	4	11	29	4	11	16	11	4	2	2	4
____% Ready-to-use	30	40	50	60	70	75	80	85	90	95	N
____% Suggestions	70	60	50	40	30	25	20	15	10	5	

100 % Total

11. How interested would you be in making audiotapes (e.g., cassettes) available as part of the resource kit?

Not At All Interested						Extremely Interested	
0	7	0	9	22	36	22	4
1	2	3	4	5	6	7	NA

12. What packaging of the print materials would be most attractive and usable?

64 Loose-leaf notebook

29 Folder with pockets

2 Large manila envelope

22 Small box

____Other (Please specify.) ______________

2 NA

I. How You Can Help

13. Do you have any foreign language materials which incorporate career concerns and content and were developed by your school/college/agency personnel? If you would like to have those materials considered for inclusion or citation in the print resource kit accompanying the film, please describe your materials briefly below and send a copy (under separate cover) to:

Mr. C. Edward Scebold, Executive Director
American Council on the Teaching of Foreign Languages, Inc.
2 Park Avenue
New York, New York 10016

14. Do you know of materials developed by other schools/colleges/agencies or by commercial publishers which you feel ACTFL should consider for inclusion or citation in the print resource kit? If so, please identify those materials as precisely as you can (title, publisher, brief description, etc.).

15. Have you ever attended a workshop on career education and foreign languages which used particularly effective consultants/workshop leaders? If so, please list the names and addresses of these consultants/workshop leaders. ACTFL may wish to contact them about participating in this project.

SOUNDFILM SCRIPT
for
CAREER EDUCATION IN THE FOREIGN LANGUAGE CLASSROOM

Submitted to:

American Council on the Teaching of Foreign Languages, Inc.
2 Park Avenue
New York, New York 10016

Submitted by:

Dr. Diane Gess - Dr. Robert C. Miles
Institute for Educational Services
March, 1979

CAREER EDUCATION IN THE FOREIGN LANGUAGE CLASSROOM

SCENE I

Setting: Opening scene is in the inside entrance of a Board member's home. The Board member, Mr. Greco, greets male and female teachers, Mr. B and Ms. Johnson.

MR. GRECO: Hello, thanks for coming out tonight. Come on in. Here, let me have your coats. (Mr. Greco hangs up coats and ushers the two teachers into the dining room where they are greeted by his student daughter, Nancy who is a bit shy about having teachers in her home.)

NANCY: Hi, Mr. B., Ms. Johnson... do you want some coffee now or would you rather wait awhile?

MR. B.; If you have a diet soft drink I'd like that, thanks.

MS. JOHNSON; Coffee would be fine for me, thanks.

(teachers and Board members seat themselves at the table. Nancy returns with beverages as others are talking.)

MR. GRECO: Okay, now. Let's hear all about the overseas study trip the foreign language department wants the Board to approve.

MR. B.: I've got the proposal right here.

MR. GRECO: (interrupting) No, Jim. I can read that later. What I want is to hear what you people have on your minds.

MR. B.: (laughing) Wow! A captive audience. Where to start? Okay, first things first, like, why do kids take foreign languages?

MR. GRECO: Good question. I've often asked myself the same one. Why should Nancy, here, take a foreign language? Now mind you, I've just stepped out of my Board of Education role and I'm asking as a parent. So this is off the record.

MS. JOHNSON: Well, I think you can ask the same question for the record, Mr. Greco, because it's something every foreign language teacher is aware and concerned about.

MR. B.: Back to the question. Obviously, we realize that there are several reasons for language study. There's the humanistic value. You know, just being a more well-rounded person, living in a country where people come from every part of the world.

MS. JOHNSON: Or to be able to read the literature of foreign authors.

MR. B.: And then there's the pragmatic or actual use of the language in a student's future life in some chosen career.

MS. JOHNSON: But the real fact is, studies show that students don't stay with a language for more than two years and we've got to be honest with ourselves about just how proficient those students will be once they leave us.

MR. GRECO: So a trip to a foreign country is going to make them proficient?

MR. B.: I didn't say that. I think we're mixing apples with pears here. The Study Abroad program is just one little part of helping the study of language become a more meaningful and relevant subject.

NANCY: You know, Dad, like how do you know how wonderful a daughter can be unless you have one... like me?

(laughter from all and a "Heaven help me" look from Mr. Greco)

MR. GRECO: I think I'd have an easier time selling this overseas travel program to the Board if I had a clearer understanding of what it really is the foreign language department is trying to do with some of its more recent curriculum changes.

MS. JOHNSON: So glad you asked. (turns to Nancy) Nancy, why are you electing to take a third year of French?

NANCY: (looking first at her father and then at Ms. Johnson) Well, my folks think it's a good idea and the college I want to go to prefers three years of a language... and...it's easier for me than some other subjects, so, that's why, I guess.

MR. B.: That's a pretty typical answer and I suppose we never did very much to show kids like Nancy that languages are really ancillary to every other course they take. In other words, that the study of language may work hand in hand towards any career a student might consider.

MR. GRECO: Is this that career education the district is getting involved with?

MS. JOHNSON: Let's say it's another way of using the high school language curriculum to help kids make choices about their life after school.

NANCY: Yeah, that's it. They hit us with some of the real stuff like how are we going to spend the rest of our lives and what are some of the options.

MS. JOHNSON: Just the other day, when we had finished doing the grammar portion of the assignment in my French class and were into some discussion of French literature... (sound and scene fades to classroom).

ED (student): (raises hand and is recognized by Ms. Johnson) Ms. Johnson, I'm having a problem finding any interesting books in French that I can understand.

MS. JOHNSON: Is anyone else having the same difficulty?

(several others raise their hands)

BOB (student): (raises hand and is recognized) Would it be possible to do something else to help us get into the language? What I mean is, the books are okay and I know we should read more, but people really don't talk like that.

MS. JOHNSON: Good point, Bob. Our town doesn't have the library resources we really need, but I think your point is well taken. How would you feel about exchanging letters with French students?

BOB: What about tapes? I think I'd like to actually hear other kids speak the language as well as reading it.

MS. JOHNSON: (recognizing Ed raising his hand) Yes, Ed. Your face has an expression of disagreement.

ED: (shaking head but almost as if he were daydreaming)
No, I'm not disagreeing. I'm just feeling like I'm under some pressure not having all the resources we need and, maybe this isn't the time to talk about it, but it's got to do with where I want to go to college. The engineering school I'd like to get into has a great record for placing its graduates in international corporations and they're pushing languages for their engineering students.

MS. JOHNSON: No, I don't think your concern's inappropriate at this time at all. The reality of working for any government or private group that deals with countries outside the United States make knowing other languages almost a necessity for good communication. Bob's idea about exchanging tapes would certainly give us some realistic experiences.

NANCY: (raising her hand) I remember reading where airlines and other groups in international travel and study prefer people who can speak more than just English.

BOB: If you think about it, almost every business, even the media and entertainment fields, have a world-wide influence today. They show American movies and entertainment in every country of the world.

NANCY: Look at all the foreign and American titles that someone has to writ

BOB: Getting back to exchanging letters and tapes, Ms. Johnson, do you have any addresses we ... (sound and scene fades to Mr. Greco's house.)

MS. JOHNSON: And that's what began a new surge of interest in my class, Mr. Greco. It appeared that there was more meaning for the students when they could see the relationship between learning a language in school and actually finding use for it in the outside world.

Mr. B.: If we're exchanging stories about how this all began, then I guess I'll join in also. My own interest in the career approach came about more as a result of some hot debates on international issues in my German class than as an outgrowth of conjugating verbs or other kinds of language directed activities. I think it was toward the end of last term when we were talking about the ins and outs of the relationship of the United States with Communist countries... (sound and scene fade to classroom.)

Mr. B: So, as you all seem to agree, the opening to China to the business and government of the United States can conceivably alter much of what we do in this country. Okay, now that's a generalization. Can any of you give me any specific ? (recognizes student with a head nod) Yes, Mike?

MIKE:(student) When you think of it, we'll be dealing with a huge country whose language is relatively unused by us. How many people in our country speak Chinese?

JOAN: (student) (interrupting) Or Japanese, or Russian for that matter?

MIKE: Or Arabic?

MR. B.: You've all mentioned the languages of powerful countries that are rarely taught at a high school level. Can you think of any reasons why studying these languages might make a difference to you in future years?

JOAN: I have one, I think. How about the whole energy problem? People who get involved with jobs about energy, like, you know, research, sales, mining, and all that, they'd probably be able to do better if they could communicate with people in the countries they're working with.

MR. B: Good point, Joan. Energy sources are not just an American problem. Yes, Ed. (recognizes student)

ED: I would think any person getting into politics or government would have to think about interntional kinds of relationships.

MR. B.: The world is certainly getting smaller in more ways than travel, Ed. You've got a fine insight on that. Yes, Mike. (recognizes Mike)

MIKE: I suppose people in the medical and health professions who get concerned with world health organizations or population control would have it easier if they could at least communicate with the people they're trying to help.

MR. B.: It's apparent that most of you are beginning to see a whole new reason for the importance of broad communication (sound and scene fades back to Mr. Greco's home).

MR. B.: Well, we just went on and on and before I realized it, I had the kids checking newspapers to find want ads for jobs which required foreign language backgrounds. We were really into some interesting stuff.

MR. GRECO: So you are saying that looking at language study as it related to real jobs made a difference in your classes.

MR. B.: Yes, I think I can honestly say there was a spark and an interest that hadn't been there before.

MS. JOHNSON: I know what he's referring to. I had the same feeling. It's as if the students began to see the subject as more than just a requirement for graduation.

NANCY: It's true, Dad. I didn't realize what was different this year in Ms. Johnson's class. I just knew something changed. And it was, well, it was kind of more fun and the assignments weren't all just same old book stuff.

Like the day Ms. Johnson asked us to look at our language class as a microcosm of an International Institute of the Arts. The kids got into all kinds of things. (scene fades back to class)

NANCY: (voice over) Some of the kids pretended they were famous international designers and wrote their design description in French as the other kids modeled the outfits that were put together.

(visuals would show a girl modeling a very European stylish outfit)

NANCY: (VO) And then there was the day the Italian class did this thing for us that had kids role playing architects who lectured to us in Italian on Roman design in American archetecture.

(visuals show students with pictures, house models, etc. showing architectural design)

NANCY: (VO) But the most fun was doing that travel agent routine and pretending we were tour guides in Paris. I nearly never made it out of the Eiffel Tower.

(visuals show students pointing to pictures of the sights of Paris as they role play tour guides-
Scene fades to Mr. Greco's home.)

MR. B: The language department is hopping, Mr. Greco. But my favorite experiences are still the ones that affect my stomach. We do a Spanish Festival each year. The students cook in native style and prepare the menus in the language. I'll tell you, calories be darned, it's the highlight of my year.

NANCY: I'd just like to be able to read a menu in a French restaurant. Maybe I'd order something that tastes good instead of just sounding like I should like it.

MS. JOHNSON: Some of our students are planning to go into industries that are in one way or another tied into restaurants and hotels. They were the ones who pushed for our newest project.

MR. GRECO: Oh, what's that?

MS. JOHNSON: We're learning about the derivations for names of foods. I'll bet you didn't know that most foods have Anglo Saxon, Latin or Germanic derivations prior to preparation and are given French names after they've been cooked.

(in unison, others make remarks such as "You're kidding," "I didn't know that," etc.)

MR. GRECO: From international corporations and politics to palettes and puddings - not all bad! (laughs)

MR. B.: We said we had a lot going on.

MR. GRECO: I really do like what I've heard and I appreciate the time you've taken to explain away my ignorances. I think I'll have an easier time helping to get your proposal through the Board. It might be a good idea for you to sit in on that meeting. Your explanations would probably clarify a lot of what I suspect they'll be questioning. You're really doing good things.

MS. JOHNSON: We've got an awful lot planned beyond this, too. You see this is just the first step to some rather major new approaches for the Lane High School Foreign Language Department.

MR. GRECO: (laughing) Nothing like getting the moss off the stones. Great! You know, you even make me feel as if I owe myself the responsibility of learning a language other than my own. It would certainly be nice to know I could vacation overseas with the security of knowing I could communicate even at the most elementary level.

MR. B.: (looks at his watch) Wow, it's THAT TIME? I'll have to sleep fast, my eight o'clock class will be here soon.

(Mr. B. get up, is joined by others as they walk towards the door to get coats, etc.)

MR. GRECO: Well, it all sounds good. I've got all the information on the travel program and I'll put it together for Board action in two weeks. I don't think we should have a problem.

MS. JOHNSON: Thank you, Mr. Greco. We'll be at that meeting, also. Say, why don't you consider coming along on that trip?

MR. GRECO: (puts his arm around his daughter, Nancy) I might just do that. Good night.

(the teachers leave, door closes and in the following seconds as credits are shown, the following visuals and auditory effects are recommended:

- scene of students in either airport or on airplane as announcements are made in a foreign language.
- scene of students registering in a hotel using foreign language (suggest pre-record sample dialogue and just show side or back views of action.
- final scene showing Mr. Greco rushing into hotel after the students, carrying suitcase and just narrowly making the hotel elevator. Elevator door closes with END.

Appendix E

DRAFT

APPLICATION

ACTFL Career Education Training Workshop

THE DEALINE FOR RECEIPT OF THIS APPLICATION AT ACTFL HEADQUARTERS IS 15 JANUARY 1979.

Name

Home Address Telephone

Business Address Telephone

Check each item which applies to your foreign language position, duties, and responsibilities:

Educational Level:	K-6	7-12	Jr. College	Undergraduate	Graduate
Administrator	____	____	____	____	____
Methods Instructor	____	____	____	____	____
Teacher	____	____	____	____	____
Student	____	____	____	____	____

Language: 1. ____________________ 2. ____________________

1. Provide a recorded audio cassette (non-returnable), recorded by you, stating your philosophy, the significance, and the curricular implications of career education for foreign language instruction in your educational setting. (Maximum length of two minutes).
2. List up to five examples of your experiences relating to the incorporation of the career concept in foreign language curricula, eg., preparing a career education curriculum guide, utilizing career oriented classroom activities and teaching techniques in your teaching, attending a career education workshop, etc.

    1.

    2.

    3.

    4.

    5.

3. Check the types of workshops (any topics relating to foreign language instruction) which you have directed or assisted in presenting:

    ____ Local school district (departmental or district-wide)

    ____ State (foreign language assiciation sponsored, etc.)

    ____ Regional

    ____ National

    ____ Other; specify ____________________

4. Provide the specific title of two of the most significant above workshop experiences which you directed or assisted in presenting, the date each was presented, and the sponsoring organization(s):

    1. Title:

       Date:

       Sponsoring Organization(s):

    2. Title:

       Date:

       Sponsoring Organization(s):

5. Indicate your administrative role in these two workshops (eg., director, consultant, resource person, etc.) and briefly discribe your responsibilities:

    1. Role:

       Responsibilities:

    2. Role:

       Responsibilities:

6. Enclose a current curriculum vitae.

7. Return two signed copies of the "Agreement to Terms for Selection, ACTFL Career Education Training Workshop."

THE DEADLINE FOR RECEIPT OF THIS APPLICATION AT ACTFL HEADQUARTERS IS 15 JANUARY 1979.

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.

This agreement shall serve as the written statement of commitment of ______________________ (Training Workshop Applicant) to participate in the ACTFL Training Workshop, 16-18 August 1979, if selected by ACTFL. ACTFL agrees to pay a flat fee of $200 to each participant, to help defray the expenses for travel, lodging, and meals. Additional expenses shall be paid by the individual or by his/her employer.

Upon satisfactory completion of the ACTFL Training Workshop, the Applicant agrees to serve as an ACTFL Workshop Director, upon invitation by ACTFL, and shall accept a minimum of five workshop assignments during the period 1 July 1979 through 30 June 1981. The honorarium for each all day workshop shall be $150.

The Applicant herein affirms that he/she has obtained permission from the appropriate administrative personnel to attend the 16-18 August 1979 Training Workshop, if selected. The Applicant also affirms that permission has been officially granted to conduct a minimum of five one-day workshops during the period 1 July 1979 through 30 June 1981, if invited by ACTFL.

Affirmed this ____ day of ____, 1978-79 by ________________________.
Signature of Applicant

______________________ Signature of Applicant	______________________ Print or Type Your Name
______________________ Title	______________________ Telephone

____
Business Address

______________________ Signature of Administrative Person Granting Applicant Leave from Official Duties	______________________ Print or Type Your Name
______________________ Title	______________________ Telephone

____
Business Address

Appendix F

201
QMG: 12 85
TB: 18 66
Ed's letter of acceptance to Career Educ. applicants

16 May 1979⌿

⌿
⌿
⌿
⌿
4⌿

Dear 4:

We are pleased to advise you that you have been selected for participation in the ACTFL Training Workshop, conducted in conjunction with the ACTFL Career Education Project, on 16-18 August 1979 at the Center for Continuing Education, University of Maryland.

As you know, the grant from the Office of Career Education will provide $200 reimbursement for your expenses; payment will be made by ACTFL upon receipt of the appropriate expense voucher. Any additional expense must be borne by each participant or his/her employer. A prerequisite for participation in the Training Workshop is the following commitment to which you agreed in signing the agreement which accompanied your application:

> "Upon satisfactory completion of the ACTFL Training Workshop, the Applicant agrees to serve as an ACTFL Workshop Director, upon invitation by ACTFL, and shall accept a minimum of five workshops during the period of 1 July 1979 through 30 June 1981. The honorarium for each one-day workshop shall be $150."

(Due to the change in workshop dates from May to August 1979, no assignments will be made prior to September 1979.)

If you are able to accept this invitation, please confirm by return mail. We would also urge that you make appropriate travel arrangements immediately, particularly flight reservations, as the fuel shortage has affected the availability of many flights. Reservations should be made for either Washington National Airport (DC) or Baltimore-Washington International Airport (Maryland). Plan to arrive no later than 12:00 noon on 16 August; departure should not be scheduled prior to 6:30 p.m. on 18 August. Accommodations will be available for those wishing to remain in the Washington area until 19 or 20 August.

We are enclosing a brief questionnaire which should be returned with your letter of acceptance. This information will aid us in designing the workshop to meet your specific concerns and needs.

You may look forward to hearing from us again soon, following receipt of your confirmation that you will participate in the Training Workshop.

Looking forward to working with you, I remain

Cordially yours,

William E. DeLorenzo
Project Director

C. Edward Scebold
Executive Director

fl
Enclosures

1 June 1979

[redacted]

Dear [redacted]

The participants in the ACTFL Career Education Training Workshop have been selected. Although we were unable to include you in the limited group who will gather at the University of Maryland in August, we hope that it will be possible to involve you in other aspects of the project during the next two years.

We enclose the cassette which you forwarded with your application.

Thank you for your interest.

Sincerely yours,

William E. De Lorenzo
Project Director

C. Edward Scebold
Executive Director

Enclosure:

Appendix H

4 June 1979

Dear

I am writing to inform you that you have been selected as an alternate for participation in the ACTFL Career Education Training Workshop. If we receive cancellations and a position becomes available, you will be notified immediately.

Please accept our appreciation for your interest in the workshop and for your patience. We hope you are able to hold open the dates of 15-17 August 1979, pending further developments. If not, please advise me.

Sincerely yours,

William E. DeLorenzo
Project Director

C. Edward Scebold
Executive Director

Appendix I

american council on the teaching of foreign languages, inc.

ACTFL

2 PARK AVENUE; NEW YORK, N.Y. 10016 212-689-8021

6 July 1979

Dear :

This letter will provide the promised information regarding lodging and transportation for the upcoming ACTFL Career Education Training Workshop. Space has been reserved for each participant at the Center of Career Education, University of Maryland, College Park, MD. However, you must confirm your reservation by completing and mailing the enclosed form to the Center. Do this immediately! The rate for a single room is $22.00; doubles are $28.00. If you wish to share a room with someone, it will be your responsibility to make these arrangements. However, ACTFL will assist, where possible, by facilitating communication between those who wish to share a room. We enclose a list of the participants, including addresses and telephone numbers.

All meals may be purchased at the Center of Adult Education; information is enclosed regarding the cafeteria and dining room schedules. Two special meal functions are being planned, one for Thursday evening and a second for Friday evening. On Thursday, 16 August, a banquet dinner will be served at the Center. We request that all participants attend, as Dr. Kenneth B. Hoyt, Director of the Office of Career Education, Washington, D.C., will be the guest speaker. The cost of the meal is $10.50 (includes gratuity). The menu is enclosed. If you do not wish to attend the dinner, please indicate this on the enclosed questionnaire; however, you should be present for Dr. Hoyt's address, as this is part of the workshop program. If you do plan to attend the dinner, please send a check for $10.50 (non-refundable) to ACTFL when you return the questionnaire. On Friday, 17 August, we are planning dinner in a nearby restaurant; costs for the dinner will be paid by the project. Additional information will be provided later.

We enclose information regarding transportation to the Center from the area airports; we will provide additional information to those who will use other forms of transportation just as soon as we receive the questionnaires.

As you know, each participant will receive $200 toward expenses for attending the Training Workshop. Additional expenses are to be paid by you or your employer.

Finally, in order to assist you in planning for your departure, you should note that the Training Workshop will conclude at 4:30 on Saturday, 18 August. No return flights should be scheduled before 6:00 p.m.; the Center is prepared to accommodate you on Saturday night if a Sunday departure will be more convenient.

Please let us know if you have any questions at this time.

Cordially yours,

William E. DeLorenzo
Project Director

C. Edward Scebold
Project Coordinator

Enclosures

ACTFL INFORMATION

NAME (print or type): ______________________________

Please complete the following information and return it to ACTFL no later than Monday, 16 July 1979.

TRANSPORTATION:

AIR:

Arrival Date: ____________	Departure Date: ____________
Approximate Time: ____________	Flight Time: ____________
Airport: ____________	Airport: ____________
Airline: ____________	Airline: ____________
Flight #: ____________	Flight #: ____________

TRAIN: (Union Station in D.C. is most convenient)

Arrival Date: ____________	Departure Date: ____________
Approximate Time: ____________	Approximate Time: ____________
Station: ____________	Station: ____________
Train #: ____________	Train #: ____________

BUS: (Trailways or Greyhound - Silver Spring, MD. or Washington, DC)

Arrival Date: ____________	Departure Date: ____________
Approximate Time: ____________	Approximate Time: ____________
Destination: ____________	Destination: ____________
Bus Line: ____________	Bus Line: ____________

_____ I will arrive by AUTO.

LODGING: YOU ARE RESPONSIBLE FOR MAKING YOUR OWN RESERVATIONS. MAIL THE ENCLOSED FORM TO THE CENTER OF ADULT EDUCATION.

Check the applicable item(s).

_____ I wish a SINGLE accommodation at $22.00 per night.

_____ I wish a DOUBLE accommodation at $28.00 per night. I plan to share room with ______________________________.
Name of other party.

MEALS: Check the applicable item(s).

_____ I plan to attend the banquet on Thursday evening. I have enclosed my check for $10.50 which covers the cost of the meal plus the gratuity. (Make the check payable to ACTFL).

_____ I do not plan to attend the banquet on Thursday evening, 16 August. However, I will be present for Dr. Hoyt's presentation.

_____ I plan to join the group for dinner on Friday evening, 17 August.

TRANSPORTATION TO AND FROM AREA AIRPORTS

From National and Dulles Airports

If you will be arriving at either of these airports, you can call the BELTWAY LIMOUSINE service the day before, and give your name, day, time, airlines and flight number. You will be met at the appropriate airline ticket counter after picking up luggage. You will be paged and should listen for the paging. The number to call: (301) 587-7552. Beltway Limousine does not have dispatchers at either of these airports. A fare from National to the Center is $10.00; from Dulles to the Center is $12.00.

For passengers who do not have reservations on the Beltway Limousine, there are dispatcher desks at both National and Dulles Airports for the GREYHOUND LIMOUSINE service (301) 393-0920. This service will take you from either airport to the Sheraton Motor Inn in Silver Spring (Colesville Road), where you may then take cab service to the Center of Adult Education. The limousines leave both airports five minutes before the hour. Limousine fare from National Airport to Silver Spring is $4.75; from Dulles to Silver Spring it is $4.50. The taxi from Silver Spring to College Park is $5-$6. (If not metered, ask about the fare prior to getting into the cab).

From Baltimore-Washington International to the Center

No reservations are necessary. The dispatcher at the AIRWAY LIMOUSINE is located on the lower levels. Travel from BWI to the Center of Adult Education includes a stop at the Baltimore Washington Parkway where a station wagon transfers you and your luggage and takes you to the Center. $8.00 for single passenger; or $12.00 if 2-5 passengers travel in one car to the same address.

To National and Dulles Airports

Passengers are met at the Center of Adult Education if BELTWAY LIMOUSINE service is requested the day before. The limousine will stop here only at 9:00 a.m.; 12:00 noon; and 3:00 p.m. The number to call: 587-7552.

OR: Taxi to Sheraton Silver Spring, and then use GREYHOUND LIMOUSINE, which departs from Sheraton at 10 minutes after the hour.

To Baltimore

Airway Limousine provides service by calling (301) 441-2345. They prefer 24 hours' notice, but will take a reservation up to no more than 3 hours in advance of departure for Baltimore. The fares to Baltimore are the same as from Baltimore.

* The above fares are subject to change.

Appendix J

ACTFL CAREER EDUCATION LEADERSHIP-TRAINING WORKSHOP

(August 16-18, 1979)

Tentative Workshop Schedule

Thursday, August 16

12:00-2:30	Arrival
2:30-3:00	Welcome (Room 2110)
	Mr. C. Edward Scebold, Project Coordinator Dr. Dean Corrigan, Dean, College of Education Dr. William E. DeLorenzo, Project Director
3:00-3:15	Group Mixer Activity
3:15-3:35	Project Film
3:35-4:15	Small Group Discussion on Career Concepts Presented in the Film
4:15-4:35	Group Leader Reports on Discussion Questions
4:35-4:50	BREAK
4:50-5:45	Career Education and Foreign Languages: A Perspective (De Lorenzo)
5:45-6:30	Participant Presentations (Two 15 minute presentations with a 5 minute question/answer period per presenter)
	-Herman Bostick: Techniques For Effecting Change in the Foreign Language Classroom
	-Mary B. Flynn: Workshop Management Techniques
6:30-7:15	BREAK
7:15-9:00	Dinner (Center of Continuing Education) Speaker: Dr. Kenneth B. Hoyt: "Current Status of the Career Education Movement"

Friday, August 17

7:00-8:00 Breakfast (Center of Continuing Education cafeteria)

8:00-8:05 Review Day's Activities

8:05-9:05 Participant Presentations (Three 15 minute presentations with a 5 minute question/answer period per presenter)

-Mary Sula Linney: Instruction in Developing Objectives for Career-Oriented Foreign Language Materials

-Melvin L. Nielsen: Student Activities for Use in Incorporating Career Education into Foreign Language Curricula

-Estella Gahala: Techniques for The Sensitization of Foreign Language Teachers to the Process of Implementing a Career-Oriented Foreign Language Program

9:05-9:45 "Career Education: An Interdisciplinary Movement." Speaker: Dr. Neil Carey, Maryland State Department of Education

9:45-10:45 Making Career Choices: Helping Students to Help Themselves (Clarification Exercises)

10:45-11:00 BREAK

11:00-12:00 Participant Presentations (Three 15 minute presentations with a 5 minute question/answer period per presenter)

-Myriam Met: Evaluating A Workshop Experience

-Gerard L. Ervin: Gaining Institutional Support for Workshop

-Rose Ciricillo: Discussion of Problems Common to Career-Oriented Foreign Language Programs

12:00-1:15 LUNCH

1:15-2:30 Selected Activities for Incorporating the Career Education Concept

2:30-3:30 Participants Presentations (Three 15 minute presentations with a 5 minute question/answer period per presenter)

-Evelyn Vandiver: Planning for the Various Backgrounds and Needs of Workshop Participants

-Don R. Iodice: Foreign Languages for Adults

-Barbara Snyder: Student Activities for Use in Incorporating Career Education into Foreign Language Curricula

3:30-3:45 BREAK

3:45-4:45 Structured Practice Exercises for Adapting the Text

4:45-6:00 Practice in the Adaptation of a Unit in a F. L. Textbook

6:00-6:30 Sharing and Wrap-Up

7:30 Dinner (Group reservation in Baltimore-Washington area restaurant

Saturday, August 18

7:00-8:00 Breakfast

8:00-8:05 Briefing

8:05-9:05 Participant Presentations (Three 15 minute presentations with a 5 minute question/answer period per presenter)

-David J. Klein: Evaluating A Workshop Experience

-Linda E. Heckenberg: Techniques For Effecting Change in the Foreign Language Classroom

-Beverly Adams: Discussion of Problems Common to Career-Oriented Foreign Language Programs

9:05-9:30 V.T.R. of Teachers Incorporating Career Education Techniques in the F.L. Classroom

9:30-10:00 BREAK

10:00-11:00 Participant Presentations (Three 15 minute presentations with a 5 minute question/answer period per presenter)

-Marilynn Pavlik: Student Activities for Use in Incorporating Career Education into Foreign Language Curricula

-Marion Webb: Techniques for Effecting Change in the Foreign Language Classroom

	-Teresa Herrera de Johnson: Techniques for the Sensitization of Foreign Language Teachers to the Process of Implementing a Career-Oriented Foreign Language Program
11:00-11:45	Review Materials
11:45-1:00	LUNCH
1:00-2:30	Career Education for Post Secondary Institutions: Exemplary Programs, Strategies, and Materials (Tomarkin and Wilkins)
2:30-2:45	BREAK
2:45-3:15	Discussion on a Workshop format
3:15-4:00	Evaluation of Participants
4:00-4:30	Participants' Evaluation of Workshop
4:30	Conclusion of Workshop

BANQUET MENU

Veal Cordon Bleu (5 oz.)

Baked Potato/Sour Cream

Asparagus Souffle

Tossed Green Salad

Choice of two dressings: French, Creamy Italian

Rolls and Butter

Chocolate Chip Cheese Cake

Coffee, tea, milk, upon request

NAME ______________________________

RETURN TO ACTFL BY 6 AUGUST 1979.

****

DINNER MENU

BUSCHE'S CHESAPEAKE INN

(Circle one from each of the four categories)

SOUPS: (CIRCLE ONE)

"Chesapeake" Clam Chowder (Cup)

Hard Crab Soup

Cream of Crab Soup

Soup of the Day (Vegetable, noodle, and/or meat soups)

ENTREES: (These include cheddar cheese with wafers, mixed garden salad with dressing choice*, potato, sour rye or home baked beer loaf, ramekins of butter, apple butter, and cheddar cheese)

(CIRCLE ONE UNDER EITHER FISH OR MEAT ENTREE)

Fish Entrees

Broiled "Chesapeake Bay" Rockfish
(Rockfish fillet substituted when whole Rockfish not available).

Rainbow Trout Meuniere
Meuniere butter is a delicious mixture of brown butter, lemon juice and parsley. A worthy complement to the delicious trout.

Broiled Swordfish Steak
A thick center cut served with lemon butter.

Broiled Baby Flounder-major bones removed

Columbia River Salmon
Fresh, firm and delicate pink. Broiled to your taste.

Fried Jumbo Shrimp

Fried "Chesapeake Bay" Oysters
Lightly breaded and gently fried.

Crab Meat Saute
Crab lumps in butter-just enough zest to make the dish a gourmet delight.

Crab Meat Norfolk in Casserole

Crab Meat Au Gratin
Crab morsels baked in luscious cheese sauce in casserole.

Meat Entrees

Prime Rib of Beef au jus

Double Lamb Chops
Extra thick and broiled to your taste.

Southern Fried or Broiled Chicken
(Circle your choice).

Chicken Cordon Bleu
Boned chicken breast stuffed with Gruyere Cheese and Smoked Ham. Lightly crumbed and fried, topped with a savory sauce.

BEVERAGE: (CIRCLE ONE)

Coffee

Tea* (Iced or hot)

Milk

* Individual pot of the following hot gourmet teas may be requested at no extra charge:

Darjeeling English Breakfast

Orange Spice

India Ceylon

Earl Grey

Also, one glass of Michelob Draft beer in addition to above.

SALAD DRESSING: (Circle one)

French

Thousand Island

Blue Cheese

Green Goddess

Italian

House

Oil and Vinegar

DESSERTS: (CIRCLE ONE)

"Chesapeake Special" Chocolate Cheesecake

Cream Cheesecake

Cream Cheesecake with fruit topping

Chocolate Mousse

Fruit Pie- Apple, Cherry, OR Blueberry

Fruit Pie with Cheese- Apple, Cherry, OR Blueberry

Fruit Pie with Ice Cream- Apple, Cherry, OR Blueberry

Walnut Apple Pie

Double Chocolate Mousse Pie

Southern Pecan Pie

Belle Pear Helene

Peach Melba

Strawberry Shortcake-Fresh Berries when available

Chocolate Pecan Pudding

Custard Rice Pudding with Raisins

Jello with Whipped Cream

Assorted Pastries & Cakes-From the Cart

Parfaits- Chocolate, Strawberry or Menthe

Ice Cream with Liquer

Amaretta, Grand Marnier, Menthe, OR Cacao

Ice Cream

Sherbert

Melon Wedge (in season)

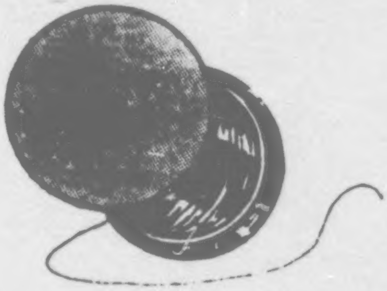
Fresh Strawberries in Heavy Cream or with Whipped Cream

Sliced Peaches in Heavy Cream or with Whipped Cream

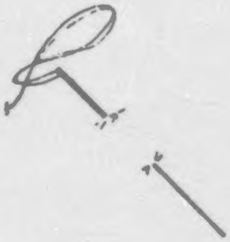
Appendix K

Cuisine × Art × Communications × Law × Business

(Draft of ACTFL Career Education Sampler)



The Foreign Language Career Education SAMPLER



Hair Styling × Opera × Construction × Religion × Travel

FOREWORD

In January of 1977, the Utah State Board of Education published *Career Education Infusion in Foreign Language in Junior High/Middle School*. Upon careful examination by the ACTFL Career Education Project staff, it was deemed that the Utah guide could serve as the basis for a guide to be used by workshop directors selected by ACTFL to conduct career education inservice activities. In addition, the guide would be made available to teachers who are attempting to implement career education in their foreign language curriculum.

ACTFL was granted permission by the Utah State Board of Education to reproduce the guide with appropriate adaptations provided that certain stipulations were met.

The cooperation of the Utah Board of Education and the creative abilities of the supervisors and teachers who produced the guide in its original form are deeply appreciated. Specifically, ACTFL wishes to acknowledge the contributions of Walter D. Talbot, Utah State Superintendent of Public Instruction and Lerue Winget, Associate Superintendent for Instruction Services. ACTFL also extends its gratitude to R. Lynn Jensen, coordinator of the state's Career Education Unit, and Jan Dickson, Specialist, as well as G. Morris Rowley, Administrator and David L. Cortez, Specialist in the Division of Technical Assistance. A special note of thanks is extended to Elliot C. Howe, Coordinator of the Division for facilitating the request for permission to adapt the state's existing guide.

William R. DeLorenzo
Project Director
University of Maryland
College Park, Maryland

C. Edward Scebold
Executive Director and Project Coordinator
American Council on the
Teaching of Foreign Languages

INTRODUCTION

The purpose of this guide is to assist foreign language teachers, school counselors, and administrators in incorporating the career education concept into the foreign language curriculum in the middle, junior high and senior high school. Career awareness activities outlined in this publication are applicable to beginning classes of language study at any of the instructional levels designated above. The activities are also highly recommended for conversational classes at all instructional levels.

This guide begins with a brief clarification and general description of career education and then relates the concept to the teaching of foreign languages.

Since its inception in 1971, the teaching of career education has become more and more widespread. A number of professional organizations and school districts throughout the country have conducted workshops which provide techniques for blending the career education concept into foreign language curricula. ACTFL has obtained permission from the Utah State Board of Education to utilize a significant portion of their career education guide, *Career Education Infusion in Foreign Language in Junior High/Middle School*, with appropriate adaptations, and publish it under the title of the *ACTFL Career Education Sampler*. ACTFL is grateful to the Utah State Board of Education for granting permission to utilise their guide for this purpose.

The major thrust of the career movement is to change American education. It is a concentrated effort to reintroduce the concept of purposefulness and relevance into the classroom. In a day when foreign language enrollments in the public schools are following a downward trend, career education can play an important role in the revitalization.

Everyone has a need to achieve and to accomplish; everyone yearns to be accepted and needed. Career education attempts to fill these needs by helping individuals select a career in which they will find maximum opportunity for success and satisfaction. Career education makes work — the conscious effort aimed at producing benefits for self or self and others — a humanistic endeavor.

National publishing companies have been slow to publish the curriculum materials needed to integrate language study and career education. Thus, teachers who want to make significant curriculum changes in implementing career education into their foreign language programs will have to write and/or adapt existing materials while waiting for new materials to be published. This guide contains a bibliography of some of the materials which are available, career-oriented illustrations which will be helpful for making visual aids, and books about opportunities for foreign language-related careers.

Some community colleges have been quite successful in introducing conversational classes which meet the language needs of specific job situations. Samples of some of the units appear in this guide.

Career education need not be limited to the classroom, however. Students learn not only from books, but from contact with resource persons, on-site visits, and hands-on experiences. This guide describes a variety of career-related activities for use in the classroom, in the community, or with the language club.

Selected useful resources related to the contents of this guide are:

Beusch, Ann A. and William E. De Lorenzo. "Blending Career Education Concepts into the Foreign Language Curriculum: Responding to the Challenge." *Foreign Language Annals, 10* (1977), pp. 9-17. (Individual reprints available through ACTFL Materials Center, 2 Park Avenue, New York, New York 10016.

Board of Education of Baltimore County. *Blending Career Education into the First Level Curriculum*. Towson, Maryland: Board of Education of Baltimore County, 1974-75.

Bourgoin, Edward. *Foreign Language and Your Career*. New York, New York: ACTFL Materials Center, 2 Park Avenue, New York, New York 10016, 1978.

Mangum, Garth L. *et al.* (eds.). *Career Education in the Academic Classroom*. Salt Lake City, Utah: Olympus Publishing Company, 1975.

Moffett, Oren E. *Conversational Spanish for Law Enforcement Personnel*. Ogden, Utah: Weber State College, 1974.

————————————. *Conversational Spanish for Nursing Personnel*. Ogden, Utah: Weber State College, 1976.

Prince George's County Public Schools. *Career Education — Foreign Languages*. Upper Marlboro, Maryland: 1974. ERIC Document.

———————————. *Career Education — Foreign Languages, Supplement No. 1*. Upper Marlboro, Maryland: 1976. ERIC Document.

Uniondale Union Free School District. *Career Awareness and Foreign Languages*. New York: Uniondale Union Free School District, 1973-74.

Virginia Beach Public Schools. *Foreign Languages and Career Education – German*. Department of Instructional Services, Virginia Beach, Virginia, 1978.

Wilkins, Ernest J. and M. Rex Arnett. *Languages for the World of Work*. Salt Lake City, Utah: Olympus Research Corporation, 1976.

Career Opportunity Bases. Subject: Foreign Languages. Object: Career Opportunities. West Hartford, Conn.: Time Share/Houghton Mifflin Co., 1979.

Prince George's County Public Schools. Latin and the World of Work. Upper Marlboro, Maryland, 1979.

This guide is not meant to be an exhaustive work, but rather a stepping stone to the integration of career education in foreign language classrooms throughout the country. If you have any comments or suggestions, please write to ACTFL, 2 Park Avenue, New York, NY 10016.

I. CAREER EDUCATION – ITS RELATIONSHIP TO FOREIGN LANGUAGE TEACHING

CAREER EDUCATION: A RATIONALE

Although teachers of literature may feel that human values will be sacrificed for materialistic ones if they teach language for use in business rather than for understanding literary masterpieces, they should recognize that some students need and want training in one or more language skills, including culture, in order to succeed in their chosen occupation. Anything that contributes to intercultural communication and brings people together is humanizing. The career education movement is not intended to eliminate liberal arts education in the curriculum, but offers an option which provides students with language skills for use in their jobs, leisure time, and civic-oriented activities.

Although vocational education is an important aspect of career education, the two are not the same. Career education is for all persons, regardless of their educational pursuits. It should not be viewed as a threat to existing foreign language programs, but as a challenge to meet language needs as they relate to every employment opportunity in the world of work.

The following abstracts from two important career education documents further clarify the rationale for incorporating the career education concept into the foreign language curriculum.

ABSTRACT: *Career Education in the Academic Classroom*, edited by Garn Coombs, and Patricia Marshall. Salt Lake City, Utah: Olympus Publishing Company, 1975, pp. 5-14 and pp. 131-58.

Every teacher in the school should be involved in career education as an adjunct to the goals and objectives of his or her particular course:

> The purposes of career education are the same as the purposes of all education: to prepare the student to understand the society and the self in relation to the society, and to develop the necessary skills to function successfully and with satisfaction in that society. However, career education limits its focus to one function of self and society – that which relates to work and satisfactions of work. (p. 8)

Career education also provides a motivation for students to study by showing them a direct relationship between classroom activities and their personal goals. Few students at any age pursue learning for its own sake. As part of a language course, career education shows the students how they can use their language competence for pleasure, for future study, or as a salable skill.

In December, 1974, the American Council on the Teaching of Foreign Languages met with other associations representing classroom teachers in various academic subjects in a three-day working conference titled "Career Education for the Academic Classroom." The five-person team for foreign languages wrote a statement which included the pedagogy of their discipline, their educational goals, and the relationship between those goals and the goals of career education. Important issues which might affect the relationship of language to career education were identified and discussed. Techniques and activities for incorporating career education into classroom activities were outlined. *Career Education in the Academic Classroom* is a product of that conference. The following is a summary of part of the committee's work:

In a survey of 1974 enrollments, the Modern Language Association noted that colleges requiring entering students to have a foreign language had dropped from 33.6 percent in 1965 to 19.4 percent in 1974. Foreign language as a prerequisite for a bachelor's degree was down 88.9 percent with only 56 percent of the colleges making that requirement.

Why should foreign languages continue to be taught when students and colleges alike apparently see little need for them? Foreign language instruction must concern itself with modern needs and, at the same time, carry forward rich resources of knowledge, understanding, and experience.

> Career education and foreign language instruction have many significant mutual interests. While career education is concerned with the total development of students in their preparation for adult working life, in the foreign language sector, it provides a way for students to relate their foreign language learning to their growing awareness of their own career goals and potential – and all without altering the traditional values of the discipline. Identification of learning goals with career goals can strengthen motivation and achievement while encouraging students to select and evaluate their curriculum on a rational basis. Career education also gives language educators an opportunity to reach a broader segment of the student population than they have attracted in years past. (p. 135)

Considerable data have been compiled to show the value of foreign language as an adjunct skill; it is much more difficult to demonstrate the humanistic values of language study.

Career education is not the same as dispensing occupational information. It should not conflict with the important educational objectives of foreign language.

> . . . the aims of career education are not at cross-purposes with the humanistic aims of foreign language study. Actually, the two parallel processes converge in shaping self-fulfilled individuals – people who understand the relationships between education and career opportunities and who are interested in their own and other cultures and in all of the many heritages that make up the humanities.
>
> Indeed the study of foreign languages persists as a basic tool for helping students expand their sensitivity to human beings round the world, and to understand both the bonds that unite and the differences that separate them. Through language study, students can acquire: (1) an increased awareness of language as a mode of communication and as a system of organizing thought, (2) a heightened sensitivity to linguistic and cultural differences both within the United States and globally, (3) an understanding of the principle that cultures can be compared and contrasted with one another without being ranked, (4) a recognition of the increasing internationalization of all aspects of contemporary life – social, economic, political, scientific, and artistic, (5) an understanding and appreciation of a specific target culture, and (6) varying degrees of competence in skills in listening, speaking, reading, and writing a second language. Essentially, the result is that the study of foreign languages helps students define and pursue their own life values, whether vocational or avocational, or both. (p. 136)

Career education, as it relates to foreign language, means refocusing the course content to maintain a high degree of relevance and student motivation.

ABSTRAC *Languages for the World of Work*, by Ernest J. Wilkins and M. Rex Arnett. Salt Lake City, Utah: Olympus Research Corporation, 1976.

In order to integrate career education into the foreign language lassroom the teacher needs to become knowledgeable of the usiness world: What foreign language-related careers exist? Where re they? What level of language skill is required? Where can the tudent obtain additional training? What working conditions are inolved? What lifestyle will the job impose on the student and his or er family? These are just a few of the questions that should be conidered.

A study of languages and employment opportunities can be ound in *Languages for the World of Work*. This elaborate study was ponsored by the Department of Education, State of Wyoming, and unded by Manpower Development and Training, United States ffice of Education. The following is a summary of a few of the deas presented:

Foreign Language Skills Are Important

- The government indicated its belief in the importance of learning foreign languages in the Apollo-Soyuz Test Project. The men involved spent more time on language learning than on any other phase of their training. Scores of interpreters were called in. Computers were used on a large scale for translation purposes. The American crew had to learn to talk directly with their Russian counterparts, and vice versa, in order to work faster and to accomplish more. The linguistic aspects of this space mission required more than two years of effort.
- In a 1975 interview a DEA official retold an incident where language skills were a matter of life and death. Two drug officers on surveillance detail were warned in Spanish of an ambush. Only the officer who understood immediately had time to take cover. The other officer was fatally shot.
- Private language schools such as Berlitz are experiencing an unprecedented period of growth. However, enrollment in foreign language classes in many public schools is down.
- Businesses in the United States, who represent 15 percent of all world trade, are interested in second language skills. Doing business in the local language can be a real advantage to U.S. companies. It is easier to compete with other companies who are selling comparable products and services in the language of the people. One personnel manager put it this way:

> I will offer ... a purely personal view.... American managers involved in overseas activities should no longer blithely assume that we can force our language on other nationals, that language is a one-way street – toward English. We must learn the other fellow's language to show true appreciation to him, to his culture, and to the extra effort he applied to learn English.

Certain areas of the world – France, Latin America, and Eastern Europe – resist doing business in English.

A director of a San Diego based corporation had this to say about language skills needed abroad:

> We need to have employees with more language skills. We must be in a position to compete with our foreign competitors on an equal basis and the more skill we have in the area of language the better off we'll be to take care of these opportunities.

According to the Kolde studies, lack of language skill is a barrier to multinational communications:

> ...The lack of linguistic facility remains a critical blindspot in American managerial preparedness for effective multinational communications.... The fact that the English language is widely taught in schools around the world cannot be expected to change the situation. Other people's knowledge of English is not a substitute for our own linguistic ability. The foreigner's knowledge of English can provide short-term relief but not a longer-term solution to any U.S. company's global communication problems.

As trade with other countries continues to increase, it is apparent that U.S. businesses will need more, not less, in the way of language skills.

Cultural Awareness is Important

Professor Kolde stresses the importance of cultural awareness.

> ...[language] alone does not suffice for communication. The process has many nonlinguistic expressions, gestures, and acts.... International executives must not only acquire linguistic skills but also become sensitive to how their acts and behavior are interpreted by people from different cultural backgrounds. The friendly slap on the shoulder by an American may insult an Indonesian; getting down to business right away with an Argentine may offend him deeply; pressing an Arab for a deadline may cost a friendship. People who work together must learn both to be sensitive to what their behavior actually communicates and to be tolerant of what is unintentionally communicated. On their capacity to anticipate and to avoid mistranslations and misinterpretations and on their tolerance for the uncustomary phrase and the peculiar accent depends the functioning of the international channels of communication.

Phatak states that culture and language training should be ahead of technical training. Not only should the employee receive this training, but the entire family should be exposed to it. In a study by Gonzalez and Negandhi, wife and family adaptability rated highest on the ideal background for a career overseas, followed by leadership ability, knowledge of job, knowledge of language of host country, education, respect of laws and people of host country, previous overseas experience, and desire to serve overseas. Although technical skills take first consideration in job placement overseas, language skills and cultural awareness become very important in successfully completing tasks in a foreign country. When America fails abroad, it is usually not for lack of technical skills, but for want of good human relations. The latter are provided by a knowledge of foreign languages and a familiarity with foreign mores.

Combine Language Skills with Technical Skills

In a survey taken in 1965 and repeated in 1972, the dramatic shift away from liberal arts majors is noted by James and Decker. Prospective employers of business and industry prefer the business major. In 1965, 38 percent were interested in the business major, 12 percent were interested in the liberal arts major, and 50 percent were interested in either; whereas in 1972, 81 percent were interested in the business major, 0 percent were interested in the liberal arts major, and 19 percent were interested in either.

Students who combine foreign language with another skill or technical training will find more job opportunities from which to choose. For example, in many government agencies, a specific job skill is required. However, almost without exception, those persons with foreign language skills are given preference in employment. For their international programs, the National Science Foundation recruits officers with at least one foreign language in addition to scientific skills.

Trained executives are needed. An American company that markets construction machinery announced that it had job openings for one hundred persons with business and Chinese language qualifications. A large international banking firm considered language so important that it hired Chinese language majors to train them in business skills. An oil company reports the need for almost one hundred fifty salesmen who have second language skills. A multinational credit corporation claims that seventy-five percent of its employees abroad need a high degree of language skills. However, few people are hired in business and industry for language skills alone.

Some professional and technical fields are best combined with language training. Each group is discussed in Language for the World of Work. The following summary list ranks the highest preference to the lowest:

(1) Business administration and management
(2) Marketing and sales
(3) Engineering
(4) Secretarial skills
(5) Finance
(6) International relations
(7) Accounting
(8) Economics
(9) Clerical skills
(10) Communications
(11) Law
(12) Public relations
(13) Advertising
(14) Data processing
(15) English language skills
(16) Others
(17) Civil engineering
(18) Journalism
(19) Area studies
(20) Statistics
(21) Psychology
(22) Library skills
(23) Cultural studies
(24) Public administration
(25) Sociology
(26) Political science
(27) Fine arts

Language Programs Need a Career-Oriented Track

There is opportunity in the job market for people with varying degrees of language skill. An overseas executive or foreign diplomat will need a greater command of the language than the hotel worker or the auto mechanic in the Spanish sector of a large metropolitan city. But how is language training or skill evaluated? Evidence of a major in a foreign language may not be sufficient proof of language skill. In 1973 the Foreign Service Institute (FSI) revealed that only 20.7 percent of the foreign language majors who entered the foreign service qualified S-3 or better; almost twenty percent had no practical skills. The median rating was S-1.

The FSI ratings are on a 0-5 scale, with 0 indicating no functional ability and 5 indicating native fluency. Separate scales are used to measure speaking (S) and reading (R). The minimum for representing the United States abroad is a proficiency rating of S-3 and R-3. The ratings are as follows:

Elementary proficiency:

- S-1 **Must be able to satisfy routine travel needs and minimum courtesy requirements —**
  - (a) Can ask and answer questions on familiar topics.
  - (b) Can understand simple questions and statements, allowing for slowed speech, repetition, or paraphrase.
  - (c) Speaking vocabulary inadequate to express more than the most elementary needs.
  - (d) Although errors in pronunciation and grammar are frequent, can be understood by a native accustomed to foreigners attempting to use the host language.
  - (e) can order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.
- R-1 **Must be able to read some personal and place names, street signs, office and shop designations, numbers, and isolated words and phrases —**
  - (a) can recognize letters in printed version of an alphabetic system and high-frequency elements of a syllabary or a character system.

Limited working proficiency:

- S-2 **Must be able to satisfy routine social demands and limited work requirements—**
  - (a) Can handle (confidently although not with facility) most social situations, including introductions and casual conversations about current events, work, family, and autobiographical information.
  - (b) Can handle limited work requirements, needing help only when complications or difficulties arise.
  - (c) Can follow most conversations on nontechnical subjects which require no specialized knowledge, and have a speaking ability sufficient to express oneself with some circumlocution.
  - (d) Accent, although pronounced, is intelligible.
  - (e) Can usually handle elementary constructions somewhat accurately, even though thorough or confident control of grammar is not present.
- R-2 **Must be able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context —**
  - (a) With extensive use of a dictionary, can get general sense of routine business letters, international news items, or articles in technical fields within one's competence.

Minimum professional proficiency:

- S-3 **Must be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics —**
  - (a) Can discuss particular interests and special fields of competence with reasonable ease.
  - (b) Have a reasonably good comprehension for a normal rate of speech.
  - (c) Accent may be obviously foreign.
  - (d) Have good control of grammar.
  - (e) Errors never interfere with understanding and rarely disturb the native speaker.
- R-3 **Must be able to read standard newspaper items addressed to the general reader, routine correspondence, reports, and technical materials in one's special field —**

- (a) Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required.
- (b) Has occasional difficulty with unusually complex structures and low-frequency idioms.

Full professional proficiency:

S-4 Must be able to use the language fluently and accurately on all levels normally pertinent to professional needs —

- (a) Can understand and participate in any conversation within the range of one's experience with a high degree of fluency and precision of vocabulary.
- (b) Would rarely be mistaken for a native speaker, but can respond appropriately even in unfamiliar situations.
- (c) Errors in pronunciation and grammar are rare.
- (d) Can handle informal interpreting from and into the language.

R-4 Must be able to read all styles and forms of the language pertinent to professional needs —

- (a) Occasionally using a dictionary, can read moderately difficult prose readily in any area directed to the general reader, and all material in one's special field, including official and professional documents and correspondence.
- (b) Can read reasonably legible handwriting with difficulty.

Native or bilingual proficiency:

S-5 Must have speaking proficiency equivalent to that of an educated native speaker —

- (a) Have complete fluency in the language to the extent that one's speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

R-5 Must have reading proficiency equivalent to that of an educated native —

- (a) Can read extremely difficult and abstract prose, as well as highly colloquial writings and the classic literary forms of the language.
- (b) With varying degrees of difficulty, can read all normal kinds of handwritten documents.

In the federal service there is a great need for people who know how to communicate effectively. Much government work is delicate and requires a high degree of language skill. The FSI feels that public school foreign language programs should concentrate on teaching communication skills. In a 1971 report, the GAO states that the government spent more than sixty million dollars on language training. Most trainees had received previous language training in public schools or universities, but this experience was insufficient for the performance of their tasks. The literary or social direction of their training was largely irrelevant; technical vocabularies were needed for effective performance in the government job.

If the public schools, colleges, and universities are to prepare students for available jobs, an alternative track which gives more practical training in language for the world of work will have to be added to the curriculum. Achievement will have to be reported in terms of competency, using the FSI ratings or similar evaluations. Letter grades for a specific number of hours have little meaning for the employer who is interested in skill competency.

II. STRATEGIES FOR THE IMPLEMENTATION OF CAREER EDUCATION IN THE FOREIGN LANGUAGE CLASSROOM

RELATING FOREIGN LANGUAGES TO CAREER EDUCATION GOALS

The following Utah State career-oriented foreign language goals are presented here as examples of how schools might develop career goals for their specific foreign language curriculum. This presentation is intended to serve as a guide for establishing career-oriented goals and in no way represents ACTFL-endorsed goals. Each school system must develop a set of goals which is germane to its program and particular educational philosophy.

The Utah State Career Education Task Force identified the components of career education and the seven goals in *Career Education---A New Emphasis for Utah Schools*, June, 1973. The goals are restated below, together with strategies and activities for the realization of these general aims within the foreign language curriculum. A more detailed explanation of the ideas is given in the career activities section of the guide.

GOAL 1. Individuals will develop a sense of self-worth and a positive attitude toward others.

Invite members of ethnic groups who have been successful because of their native language rather than despite it, to come and speak with foreign language students.

Invite into the classroom members of the community who have been given job preference because of their foreign language skill.

Introduce students to the contributions of great men and women to foreign culture.

Point out the influence of foreign cultures on the history of America.

Develop each student's sense of self-worth by getting him/her to interact in a positive manner with other students in the language group.

GOAL 2. Individuals will develop a growing awareness of career opportunities throughout the educational system.

Invite the career center or COPE director of your zone to discuss career opportunities and foreign languages.

Integrate career awareness into the existing foreign language program by the utilization of techniques of blending and infusion.

Introduce career awareness into classroom and language club activities whenever possible.

Promote the study of foreign language as both a primary and secondary skill by means of posters, contests, assemblies, skits, and other techniques of advertising.

GOAL 3. Each individual will understand the operation of the economic systems of our society and factors relating to the national, local and individual economy.

Help each student acquire a knowledge of domestic and foreign monetary systems.

Through dialogue and career-oriented simulation activities point out the economic aspects of foreign language-related careers.

In cooperation with the high school economics instructor, prepare a unit on foreign economics and their influence on the American economy.

Assist the student in learning more about the function of financial institutions in the United States. Compare them with their foreign counterparts.

GOAL 4. Each individual will acquire a knowledge of the skills necessary to function in a variety of career choices.

Prepare units where the student participates in numerous simulated job situations.

Invite prospective employers to outline job requirements for class members.

Discuss the educational and personal qualifications, duties and responsibilities, working conditions, earnings, and probable life style of various foreign language-related careers.

GOAL 5. Individuals will learn the steps in decision-making and effective planning for career development.

Cooperate with career center and COPE directors and counselors to teach and reinforce steps in decision making.

Develop activities in which students can practice making career decisions.

Use testing, counseling, and self-awareness activities to help students determine their language aptitudes.

GOAL 6. Each individual will develop the necessary competencies for entry-level employment in a career or careers of his choice.

Make sure that vocabulary, skills, and dialogue are RELEVANT to future employment opportunities.

Teach the cost and availability of additional language training. Help each student determine his/her individual needs and interests.

GOAL 7. Individuals will be able to demonstrate the competencies necessary to secure employment, be successful on the job, and continue to advance in the career of their choice.

Allf students help organize and carry out classroom activities in order to learn and practice responsibility, initiative, and other desirable qualities for career advancement.

Organize classroom activities that reinforce those personal qualities.

IMPLEMENTATION STRATEGIES FOR THE LANGUAGE TEACHER

The task of fusing certain elements of career education into today's curriculum may be more difficult than it first appears. The following guidelines might be helpful to those who are doing this for the first time.

- Define goals and objectives.
- Review materials to see where career awareness is being taught or could easily be integrated into the present curriculum.

- Become informed concerning what is and has been done by other teachers.
- Survey the community for jobs where language skill is desirable. (See suggested survey instruments on pages 97-98 and 201-202 of this guide.)
- Become acquainted as directly as possible with a large number of career options where a foreign language is a primary or a secondary skill. (See page 30 of this guide.)
- Develop career education units and activities.
- Develop class activities that will emphasize listening/speaking skills.
- Plan club activities that are career-oriented.
- Keep activities, materials, and goals current with the changing needs of the world of work.
- Reevaluate student needs and interests yearly, and MODIFY THE PROGRAM ACCORDINGLY.
- Adapt career-oriented materials and activities that are being utilized in other curriculum areas in your school.

WAYS IN WHICH A SCHOOL COUNSELOR CAN WORK AS A RESOURCE FOR TEACHERS IN CAREER EDUCATION

A. Materials — The counselor should have resource materials available in many areas, and can instruct you and your students in their use. The following three items are very useful:
   1. Career Exploration Materials: Many occupational kits, the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, film sources, filmstrips, magazines (e.g., *Career World*, *Real World*), guides, workbooks, etc.
   2. Self-Awareness Materials: Kits (such as *Decisions*, or *Search for Meaning*, etc.), activities, books, worksheets, etc.
   3. Testing Materials: From simple personality inventories, to attitude scales, interest inventories, aptitude tests and achievement tests, individual or group tests. Also helpful in needs assessment.

B. Coordinator — The counselor frequently helps in coordinating various activities.
   1. Class use, community use, and individual use of the Career Center.
   2. Community Involvment: field trips, job shadowing, speakers. (Counselor should have resources and materials available for use with these activities.)
   3. Work Experience/Placement: Acts as a job resource, handles work permits, social security applications, etc.
   4. Registration: Helps student or class coordinate available curriculum with individual program and aptitudes, interests, abilities, etc.

C. Consultant — The counselor has skills in several areas which may be of use to the teacher, either in the classroom or through inservice workshops.
   1. Individual Counseling Skills — Involving student's scholastic program, personal, family, peer problems, etc.
   2. Group Counseling Skills — Involving many of the above items in individual counseling. Skills may be very useful in class in self-awareness activities, discussion groups, values clarification activities, etc.
   3. Training in the use of several theories, strategies, etc. which could be used by the teacher, such as:
      - Transactional analysis
      - Glasser's Discipline Model and Reality Therapy
      - Dreikurs — Discipline in the Classroom
      - Gordon's Parent Effectiveness Training and Teacher Effectiveness Training
      - Active or reflective listening techniques (Rogers or Gordon)
      - Problem-ownership and problem-solving
      - Career education concepts, suggestions for infusion
      - Decision making and planning
      - Values clarification

III. CAREERS WHERE KNOWLEDGE OF A SECOND LANGUAGE IS NECESARY OR USEFUL

Materials in this section are intended to help teachers identify career opportunities and locate specific information on the nature and requirements of foreign language-related careers.

Figure 1, the "Curriculum Cluster for 21st Century Citizens," presents numerous occupations in which command of another language is either necessary or useful. Figure 2 shows that the greatest number of job opportunities is not in the area where the foreign language is the primary skill. Jobs of the latter type are mainly limited to translating and interpreting; and, to a lesser extent, teaching the language. In contrast, Figure 3 presents suggested opportunities for the use of a second language as an adjunct skill in numerous occupations in all the curriculum clusters.

The Houghton-Mifflin publication, *Subject: Foreign Languages/Object: Career Opportunities* is an excellent guide for students interested in a career where they can use second language skills. More than one hundred careers are discussed under the following headings: Nature of Work, Relation to Discipline, Duties and Responsibilities, Working Conditions, Educational and Personal Qualifications, Earnings and Advancement, Outlooks, Related Careers and Specializations, Sources of Additional Information. There is a separate card for each career in this kit.

Bourgoin's publication, *Foreign Languages and Your Career* (Columbia Language Services, 1978) discusses primary and auxilliary language skills necessary for various occupations. Another useful source is June Sherif's updated edition of *Careers in Foreign Languages: A Handbook* (New York: Regents Publishing Company, Inc., 1979).

Foreign Languages and Careers, which is reprinted on pp. 60-64 of this guide, summarizes the growing need for language skills in today's world. It also contains a list of careers where knowledge of one or more foreign languages can enhance career possibilities.

FOREIGN LANGUAGE AND CAREERS[1]
(SUMMARY)

With the growing involvement of the United States in international business and the increasingly multinational character of American society itself, the importance of foreign languages in nearly every kind of occupation is evident. The New York City bus driver who deals daily with both city residents and foreign tourists who speak a variety of languages, the automobile executive marketing his products abroad, the scientist using foreign research material, the social worker assigned to a Spanish-speaking neighborhood, the draftsman converting a European design to American measurements, the stewardess on a transatlantic run, the foreign service officer in Asia, the restaurant manager greeting a group of Japanese visitors, the publisher drawing up a contract with an Italian novelist, the television producer of Spanish-language specials – the list of Americans who use a foreign language in their work is virtually unlimited.

Generally, American business firms and service organizations are not likely to hire employees on the basis of language skills alone. But a substantial number of them have come to recognize their specific needs for foreign languages and most of them foresee a growth in the need for language skills, both in their own particular businesses, and in the general employment market. And if there is one thing that employers can agree on in regard to the future, it is change – change in the size, scope, and direction of their businesses, and change in the talents they will demand. Success in the world of work may very well depend on the ability of an employee to adapt to changing requirements – to convert general training and potential abilities into active, productive skills. The engineer whose knowledge of German comes in handy every so often this year may find in five years that his language skills are as valuable to his company as his technical abilities. And a junior administrator for a city hospital may find himself obliged to look for a new job when Spanish becomes a requirement for his position – and he doesn't have it.

More and more students and teachers have begun to recognize the value of the school and college experience as preparation for work – for a trade, occupation, or profession. This preparation should include learning about work, learning basic skills necessary for work, and eventually, learning specific skills for a specific kind of work. The more varied and the more highly developed one's skills, the broader one's options. Knowledge of a foreign language, a traditional part of the liberal arts education, is at the same time an important part of the basic preparation for a wide variety of careers. The student who misses an opportunity to learn a foreign language is, in short, closing doors to himself and narrowing his career opportunities.

For many people, the ideal time to begin learning a second language is in elementary school, but the traditional high school sequence can also be effective and profitable, especially if the student understands the value of language study for both his general development and his career orientation. Many high schools are, in fact, beginning to relate language study directly to the world of work, offering such courses as Commercial Spanish, Secretarial French, or Scientific German. One high school located near an international airport integrates aviation- and aerospace-related vocabulary into all of its language courses as a matter of routine, and invites bilingual stewardesses to help out in the language resource center. A high school in the Southwest offers a number of foreign language vocational courses, including Spanish for Ranch and Farm Workers, Spanish for Education, Interpreting and Translating, Medical Terminology in Spanish, French in the World of Fashion, Foreign Language for Music Majors, Bilingual Secretarial Training, and Spanish Vocabulary for the Construction and Building Trades. A junior high school in the East has incorporated a study of local vocational needs as well as job-related vocabulary into its eighth grade French program. And career-related foreign language mini-courses are steadily on the rise in high schools across the country, providing a "taste" of a number of career possibilities for the language student.

The college language course may also provide an effective career preparation, especially since college students have usually begun to narrow down their occupational choices and can relate foreign language study to very specific career needs. Many two-year colleges and a growing number of four-year colleges and universities have introduced interesting career-related courses into their language curricula, some of which can count toward a major in foreign languages. In other cases a double major or minor in foreign languages can be useful in terms of career goals. A major in journalism, sociology, business administration, or medicine combined with a minor in Spanish or Russian, for example, would be good preparation for many of the job areas described in this report. A language major, too, can be useful for a "non-language" career. Law, medical, and business schools, for example, are happy to accept people with undergraduate majors in any of the liberal arts – including foreign languages. And employers from almost every area of the business world indicate that they would consider a language major as suitable – and sometimes preferable – "raw material" for an employee or trainee, provided the candidate has also demonstrated an aptitude for the more technical aspects of the work he would be expected to do. The following testimonial from a graduate with a language major from a mid-western university helps to illustrate this point:

> To demonstrate the importance of linguistic proficiency to multinational corporations, let me relate to you briefly the circumstances surrounding my obtaining a position with __________ Rubber Company. When my wife and I decided . . . that we would like to live in __________ I called the local Chamber of Commerce and inquired as to which companies there had extensive multinational operations. I was told that both __________ and __________ had substantial subsidiary operations abroad. I then called __________ and spoke to the marketing manager in the International Division, explaining my qualifications and, in fact, asked if a position was available. I explained that I was fluent in both Spanish and Portuguese and had some practical business experience. . . . My linguistic ability in Spanish was tested immediately. A Cuban woman was asked to examine me over the telephone for proficiency. Having passed this preliminary examination, I was allowed to submit my application for employment along with my resume.
>
> Within a few days I was invited to an interview. When I arrived, I was told from the outset that no decision would be made during my visit since other applicants with a far greater technical knowledge had yet to be interviewed. Nevertheless, after a few minutes speaking with the Head of the International Marketing Staff, I was allowed to speak with the Vice President for Latin American Operations. This interview was conducted in Portuguese. Within five minutes after the conclusion of this interview, I was presented to the Vice President for European Operations. This interview was conducted in both English and Spanish and I am sure my having lived abroad in Mexico. . . was an additional plus in my favor. Fifteen minutes later I was offered the position.
>
> As it was explained to me, although there were many applicants more qualified than I in terms of technical expertise in the rubber industry, it had been __________'s experience after many years of not-so-successful attempts in training their personnel in languages, that it would be easier to train me in the technical end of the rubber business, than to train an expert to speak Spanish and Portuguese.

I am sure that my experience in obtaining a job is not unique or isolated. Today, industry and commerce are becoming extremely multinational. Of the top five hundred corporations in the United States, an estimated 80 percent have subsidiaries or financial interests abroad. . . . From my own knowledge, I could list thirty large concerns with active multinational interests and divisions. Caterpillar, General Motors, United States Steel, Kraftco, General Foods, Kodak, just to name a few, all have large international operations.

Whether a college major or minor, a four-year high school sequence, or a preparation beginning as far back as primary school, an education in foreign languages is not just an exercise in grammar and literature or the background for a few very specialized jobs, but a vital preparation for a growing list of careers.

Other, less tangible values of language study are well known to students, teachers, and others who enjoy words and appreciate the special insights that study of words, word origins, and linguistic features gives them. Language study is pleasurable and valuable in itself because it furnishes the key to the thinking patterns, culture, and social institutions of a foreign nation or nations; because it affords insights into the nature of language itself, and the human mind; because it fosters a sense of *shared humanity* among persons who have learned to break down the barriers that impede communication. In addition, language expands and enhances the pleasures of travel, of good literature and the arts, and of social interaction. By combining career aspirations with the humanizing and broadening effects of the study of foreign language and culture, one can make a sound investment in a stimulating and rewarding future.

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[1] Reprint from *Foreign Languages and Careers* by Lucille J. Honig and Richard I. Brod, New York: Modern Language Association, 1973.

Publications Relating to Careers Using Languages

Angel, Juvenal L., ed. *Directory of American Firms Operating in Foreign Countries*. New York: World Trade Academy Press, 1969.
__________. *Looking for Employment in Foreign Countries*. New York: Monarch Press.

Bureau of Labor Statistics, Occupational Outlook Service, U.S. Department of Labor. *Foreign Languages and Your Career*.

Chronicle Guidance Publications, Moravia, N.Y. 13118. *Occupational Briefs: Foreign Service. Translator.*

Cohn, Angelo. *Careers with Foreign Languages*. New York: Henry Z. Walck, Inc., 1963.

Foreign Policy Association, Inc., 345 East 46th Street, New York, N.Y. 10017. *Careers in World Affairs*.

Institute of International Education. *Teaching Abroad*. (1973)

Science Research Associates, Chicago, Ill. 60611. *Occupational Briefs: Foreign Correspondents. Foreign Language Workers. Translators and Interpreters.*

Sherif, June L. *Handbook of Foreign Language Occupations*. New York: Regents Publishing Co., 1966.

Student American Medical Association, 1400 Hicks Road, Rolling Meadows, Ill. 60008. *Medical Student: How to Go Abroad.*

U.S. Civil Service Commission. *Federal Jobs Overseas*. Washington, U.S. Government Printing Office, 1970.

U.S. Department of Labor. *Occupational Outlook Handbook*. Washington, U.S.G.P.O., 1972.

U.S. Department of State. *A Career in the Foreign Service*. Series 132, Publication 7924. Washington, U.S.G.P.O.

U.S. Information Agency. *Careers in Cross-Cultural Communication*. Washington, USIA.

Useful Addresses

(The reader should be aware that addresses change periodically and therefore should verify them at the local public library.)

American Translators Association, P.O. Box 129, Croton-on-Hudson, N.Y. 10520.

Council on International Educational Exchange, 777 United Nations Plaza, New York, N.Y. 10017.

Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017.

Peace Corps, Washington, D.C. 20525.

United Nations (Examinations and Training Section, Office of Personnel), United Nations, N.Y. 10017.

U.S. Civil Service Commission, 1900 E St., N.W., Washington, D.C. 20415.

U.S. Government Printing Office, Washington, D.C. 20402.

U.S. Information Agency, Binational Recruitment Office, 1776 Pennsylvania Ave., Washington, D.C. 20547.

U.S. Office of Education (Teacher Exchange Section, Institute of International Studies), Washington, D.C. 20202.

Cooperation Administration, State Dept. (Foreign Service), U.S. Information Agency

Foreign Language Career Opportunities

Knowledge of one or more foreign languages can form the basis of an interesting career or greatly enhance possibilities for entering and advancing in a wide variety of occupations, such as:

- Airline stewardess/steward
- Bilingual secretary
- Book dealer
- Buyer
- Civil Service worker
- Commercial attache
- Consul
- Customs inspector
- Diplomat
- Exporter
- Foreign exchange clerk
- Foreign government advisor
- Hotel manager
- Immigration inspector
- Importer
- Intelligence officer
- International business organizations
- International publisher
- International Rescue Mission
- Interpreter
- Journalist
- Lawyer
- Librarian
- Music Librarian
- Musician
- Philanthropic and educational foundations
- Physician
- Radio announcer
- Radio monitor
- Religious organizations
- Receptionist
- Red Cross
- Researcher
- Salesman
- Social worker
- Teacher exchange programs
- Trade magazine publisher
- Translator
- Travel Bureau supervisor
- United Nations: clerk, interpreter, proofreader, secretary, summary or verbatim reporter, translator
- United States Government: Armed Services, International Cooperation Administration, State Dept. (Foreign Service), U.S. Information Agency

(From list compiled by the Louisiana State Department of Education)

IV. INTEGRATING CAREER EDUCATION INTO THE FOREIGN LANGUAGE CURRICULUM

INCORPORATING CAREER AWARENESS INTO THE FOREIGN LANGUAGE CURRICULUM

This section presents two general ways in which career education can be introduced into the existing curriculum: (1) by utilizing career education units in English; and (2) by utilizing blending techniques. Basically, this means utilizing every opportunity to demonstrate how a second language can be employed in various job situations, and how to adapt textbook content to include vocabulary drills and activities oriented toward various professions and occupations.

Uniondale Union Free School District has developed a comprehensive orientation to career education for French and Spanish classes at the junior high level. A sample of this publication, which is available through the Uniondale Free School District, is found on pages 68-74. The units are taught in English.

The Prince George's County Public Schools in Maryland have prepared some excellent materials for blending and infusing career awareness into foreign language programs in two publications which may be found in the ERIC system, *Career Education—Foreign Languages* (ED 100-158) and *Career Education—Foreign Languages: Supplement No. 1* (ED 116-462). A sample of the general career guide, "Career Education—Foreign Languages," may be found on pp. 75-82. The supplementary units, which correspond to the A-LM French texts and the McGraw-Hill Spanish series, include career-oriented vocabulary, exercises which use this vocabulary, suggested teaching aids, and related activities. Teachers who use the A-LM or McGraw-Hill materials as well as those who are seeking ways to adapt their current texts would profit from studying these publications. Sample French and Spanish units are included on pages 83-91 and serve as excellent examples of blending techniques.

Models from "Career Education in the Language Classroom," a chapter in *Career Education in the Academic Classroom* (Olympus Publishing Company, 1975) present career education activities which utilize English and/or the foreign language. Models appear on pages 00-00 of this guide. Also included on pp. 00-00 is a sample section of the Prince George's County (MD) Career Education Guide entitled *Latin and the World of Work*.

ABSTRACT: *Career Awareness and Foreign Language: An Addition to the Junior High School Curriculum in French and Spanish.* Uniondale, New York: Uniondale Union Free School District, 1973-74, 79 pp.

During the summer of 1973 a team of teachers and administrators prepared a series of career awareness units for the junior high schools of their district. This carefully developed program can be taught in English.

The materials consist of three programs that would be appropriate for use in seventh, eighth, and ninth grade or in beginning levels of language study.

Program I	To help foreign language students gain a knowledge, understanding, and appreciation of the career opportunities available in the field of *Communications*.
Program II	To help foreign language students gain a knowledge, understanding, and appreciation of the career opportunities available in the field of *Services*.
Program III	To help foreign language students gain a knowledge, understanding, and appreciation of the career opportunities available in the field of *Marketing*.

The order of presentation is based upon the increasing complexity of the fields studied.

The objectives of the course are: (1) to indicate the varying degrees of language skills needed for different jobs, and (2) to give students an opportunity to observe people at work. The standard format is: presentation of curriculum concept; statement of the objective; activities; evaluation; and resources. The effectiveness of the program is based on the Exploration of Career Opportunities Test that is administered both as a pretest and a posttest.

The development of each program is basically the same, with the exception that Programs II and III begin with a review unit on the preceding proram. The first three units of Program I are general introductory units that do not need to be repeated.

Program I

Unit 1	To introduce students to the areas of the world where French or Spanish is spoken.
Unit 2	To introduce students to the world of work involving foreign language.
Unit 3	To show students how foreign language skills can be an important factor in furthering a career.
Unit 4	To introduce students to career areas in the field of communication *directly* involving foreign languages.
Unit 5	To introduce students to career areas in the field of communication in which a foreign language is *helpful* and *useful*.
Unit 6	To acquaint students with the requirements of a given occupation in the field of communication involving foreign language.
Unit 7	To provide an opportunity for students to observe people at work in the field of public service.
Unit 8	To understand the problems pertaining to jobs in the communication field.
Unit 9	To understand the utility of advanced knowledge of a foreign language in the field of public service.
Unit 10	To acquaint students with the facilities and need for further academic preparation in foreign language for careers in the communication field.

Programs II and III would substitute *Services* and *Marketing*, respectively.

Teachers interested in obtaining the complete guide should write to the ERIC Document Reproduction Service, P.O. Box, 190, Arlington, VA 22210. Although developed for French and Spanish, the materials would be useful for any language program.

ABSTRACT: *Career Education—Foreign Languages*, Upper Marlboro, Maryland: Prince George's County Public Schools, 1974, 87 pp.

This guide was developed in the spring of 1974, in conjunction with a career education workshop in which all disciplines participated. The purpose was to find ways to help students relate career development to skills to be learned in academic disciplines. Because students can begin the study of a foreign language at any grade level, the triad of career development stages—awareness, exploration, specialization—should be ongoing at all levels.

In the first section the guide addresses itself to relating careers and foreign languages at the elementary and secondary school levels. It presents activities to help the elementary school teacher increase the students' awareness of other languages and cultures. This section is divided into the following subject areas: art, foods, geography, history, math, music, physical education, reading, science, and word study. The art and science activities are reprinted at the end of this abstract.

The second section is addressed to foreign language teachers.

> The awareness level belongs in any grade level, wherever the student is in Level One of a language. Many students are unaware of the usefulness of foreign languages in many careers. Career awareness belongs in the foreign language classroom on a daily basis. The foreign language teacher should take every opportunity to increase the students' awareness of career opportunities and foreign language. For example, many students watch Jacques Cousteau. It can be pointed out to them that Jacques Cousteau is head of one of the finest oceanographic institutions in the world, in Monaco. Their language is French; American oceanographers would probably find French very useful in their careers for reading reports, working in Monaco, or working with French-speaking oceanographers.
>
> Teachers can also bring Career Education into their classrooms through the basic foreign language texts. (p. 19)

The texts covered in this section are *A-LM French* One through Four, and the McGraw-Hill Spanish series: *Comencemos*, *Sigamos*, *Spanish the Modern Way I*, *A Descubrirlo*, *A Sentirlo*, *La Fuente Hispana*, *Galería Hispánica*. Career possibilities for each unit or lesson are outlined.

In the third section, specific suggestions for student activities in the junior and senior high schools are presented. The first part considers occupations in which foreign language is a primary skill; the second part is intended for students who may want to use foreign language as an adjunct skill in connection with another career.

Section four suggests these titles for minipaks for French, Spanish, and German:

- The Supermarket
- Restaurant Work
- Cuisine
- Police Work
- Architect/City Planning
- Archaeologists
- Environmentalists
- Tourist Guides
- Oceanographer
- Stewardess/Airline Worker
- The Office
- Telephone Operator
- Hotel Workers
- Salesclerk
- Journalist
- Travel Agent
- Taxi/Bus Driver
- Customs Inspector
- Immigration Agent (p. 51)

"Fashion Design" and "Dancers" are two other minipaks appropriate for French classrooms. German and Russian could develop "Scientific Usage" minipaks. Specialized minipaks for Latin should include "Medicine," "Chemistry," and "Law."

The appendices include a list of agencies involved in the foreign language field, a bibliography, and useful addresses.

Career education is considered important as one phase of foreign language study:

> It is easy and common in education to go overboard on one idea. This booklet on Career Education is intended to aid teachers in injecting the Career Education theme into their classrooms. It is not intended to give the idea that foreign language study is good only if it is completely useful.
>
> The aesthetic and pleasurable aspect of knowing a foreign language should not be neglected: the satisfaction of understanding a song, a film, a play; of communicating with someone in a foreign tongue; of making new discoveries through a foreign language.
>
> In the future world of extended leisure time and expanded leisure-time activities, knowledge of a foreign language can add to the pleasure of many avocations and hobbies, such as ham radio operation, gourmet cooking, sewing, reading, traveling, music and art appreciation, volunteer work, sports, photography, rock collecting, astronomy, astrology, and others. (p. 50)

SECTION ONE[1]

Art

Elementary

1. Make "ojos de Dios"—explain the background
2. Do "papier mâché"—explain origin of the term
3. Make a "piñata" at Christmas—describe the activities involved in breaking it; mention some Spanish-speaking countries where it is used.

Junior High

1. Have a special section of your bulletin board for foreign artists. Do one country at a time—include translations of title where necessary.
2. Study ancient Aztec, Mayan, and Incan designs. Incorporate these into tapestry, block printing, stenciling, and pottery.

enior High

1. Which art terms come from foreign languages? (Ex: "collage," French—a gluing or pasting; macramé; gouache)
2. Include a unit in Art History.
3. Where are "artists' colonies"? (Paris; outside of Guadalajara, Mexico)
4. Incorporate ancient Aztec, Mayan, and Incan designs into metal tooling or jewelry.

Careers in art which can use foreign languages:

photographer
commercial artist
fashion designer
jewelry designer
interior decorator

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[1] Reprint from *Career Education – Foreign Languages*, Upper Marlboro, Maryland: Prince George's County Public Schools, 1974.

Science

Elementary

1. Learn some plants and flowers that grow in other countries more than in this section of the United States. Put pictures of these plants on the bulletin board along with a world map. Use strings to join the plant and its country.
2. Learn some animals that are native to other countries. Do the same kind of map as in #1. In both instances, indicate the language(s) spoken in that country. (Field trip to the zoo)

Junior High

1. Chart plants with foreign names (Ex: "dandelion" from the French "dent de lion," named for the shape of the leaves – like a lion's teeth).
2. The names of planets and constellations come from Greek and Roman mythology. Translate some. (Ex: Ursa Major – great bear, Ursa Minor – small bear)
3. How do the seasons change worldwide? Choose one foreign country or city and keep a daily record of its weather.
4. Where have some of our common foods come from? (Ex: potatoes from South America, tomatoes from Mexico, macaroni from China)
5. The names of the signs of the zodiac also come from Latin – connected with the constellations.

Senior High

1. Incorporate the need for foreign languages in a scientific study (especially the need for German and Russian).
2. Stress any foreign terms that may be frequently used.
3. Stress contributions of foreign scientists (Marie Curie, Albert Einstein, and Carlos Findlay).

Careers in science which can use foreign languages:

meteorologist
geologist
curator
botanist
anthropologist
herpetologist
archaeologist

ABSTRACT: *Career Education – Foreign Languages, Supplement No. 1*, Upper Marlboro, Maryland: Prince George's County Public Schools, 1976, 63 pp.

The intent of this supplement is to provide a few specific examples of the integration of career education into foreign language instruction. It presents exercises in the foreign language that may be substituted for the text exercises or used to complement them.

Double Item Substitution Aller **oral and/or written**

Je vais chez le boulanger.
Nous ________________________.
________________________ le pâtissier.
Tu ________________________.
________________________ parler au cuisinier.
Il ________________________.
________________________ au sommelier.
Le boucher ________________________.
________________________ poissonière.
Les étudiants ________________________.

Watch change:
aller chez → aller parler à

The following exercise be written.

L'épicier a de la confiture?	Non, l'épicier n'a pas de confiture.
Le diéticien a un menu?	Non, le diéticien n'a pas de menu.
Le professeur a une classe?	Non, le professeur n'a pas de classe.
Le sommelier a du vin?	Non, le sommelier n'a pas de vin.
La cuisinière a du poisson?	Non, la cuisinière n'a pas de poisson.

The following exercise is for reinforcement of the present tense of *aller* as well as to reinforce career vocabulary. **oral and/or written**

Choose the appropriate person—those who work at these places.

1. **Je vais au zoo avec la vétérinaire.**
2. **Nous ______________________ à la piscine avec ______________________.**
3. **Vous ______________________ au musée avec ______________________.**
4. **Les autres ______________________ au lycée avec ______________________.**
5. **Les autres ______________________ au lycée avec ______________________.**
6. **Martine ______________________ à l'épicerie avec ______________________.**

Free Response: **oral and/or written**

use aller + infinitive:

1. Où est-ce que le professeur va travailler?
   Le professeur va travailler au lycée.
2. Où est-ce que la cuisinière va travailler?
3. Où est-ce que l'actrice va travailler?
4. Où est-ce que le proviseur va travailler?
5. Où est-ce que le restaurateur va travailler?

Changes au pluriel: **oral**

Un cowboy? A la télé. Oui, il y a souvent des cowboys à la télé.
Un cuisinier? Au restaurant. Oui, il y a souvent des cuisiniers au restaurant.
Un professeur? Au lycée.
Un diéticien? Au restaurant.
Un sommelier? Au restaurant.

The following lesson could be used to help in oral practice after introducing the subject pronouns.

Le cuisinier est là-bas.	**Il est là-bas.**
La femme de ménage est là-bas.	**Elle est là-bas.**
Les épiciers sont là-bas.	
Paul est là-bas.	
Le sommelier est là-bas.	
La femme du boulanger est là-bas.	
La cuisinier est là-bas.	
Les étudiantes sont là-bas.	

Aids:

Occupation flashcards.
Labeled pictures indicating professions.
Transparencies (commercial or made by teacher or students).

Related Activities:

1. Visit a French restaurant. (Be prepared to tell of meal and workers that you encountered.)
2. Have a restaurant manager, maître d'hôtel or waiter visit the class.
3. Find out about some of the careers mentioned in the vocabulary. Learn the qualifications, salary, demand in today's society, future outlook.
4. Find a recipe for a French dish (*Larousse Gastronomique*, *Time-Life Cooking of France*). Be the *cuisinier* or *cuisinière* and prepare a sample.
5. Interview a home economics teacher to find out some information about the influence of French cooking in the United States.
6. Find out what the term "cordon-bleu" means.
7. Write a skit, "Au restaurant" or "Au lycée," involving as many people as you can who work in these two places—to be presented to the class, possibly as a puppet show.
8. Look through old copies of the *Parade* which comes with the *Washington Post Sunday Edition* to find Don Dresden's evaluation of French restaurants in the Washington area. (Newspaper copies in local libraries.)
9. Have students do crosswords, word search games involving career vocabulary.
10. Career charades.
11. Illustrate people and places where they work.
12. Write to CIA (Culinary Institute of America) to learn about careers in food service.
13. If possible, exchange rooms with the foods teacher so that students can prepare a French meal.

DES MOTS CACHÉS

Y	P	Q	S	R	S	M	T	R	A	V	A	I	L	L	E	R
A	C	A	C	T	S	B	C	I	C	E	G	D	W	Q	U	E
P	A	L	É	O	N	T	O	L	O	G	I	S	T	E	X	U
R	M	P	N	O	W	X	L	E	W	J	S	T	T	H	P	M
O	E	H	A	U	Q	Z	R	A	B	E	C	A	X	Z	Q	I
F	R	A	R	V	K	R	L	B	O	S	R	A	K	U	P	R
E	A	L	I	R	U	N	R	Q	Y	U	M	D	F	U	R	P
S	M	Z	S	E	Q	R	P	E	A	É	L	É	T	S	B	M
S	A	P	T	U	X	Q	T	T	N	M	M	S	T	I	A	I
E	N	C	E	S	S	B	S	I	A	W	A	D	L	N	V	P
U	A	H	E	E	E	E	C	U	I	S	I	N	I	E	R	U
R	S	I	N	E	R	X	Y	M	Z	O	O	J	X	E	F	O
R	G	O	T	R	V	A	Z	P	Q	M	U	S	É	E	G	Z
A	D	T	W	Q	E	O	O	J	F	M	O	C	P	N	O	A
V	B	W	Q	A	U	F	E	M	M	E	Y	B	I	I	A	Q
P	E	I	N	T	R	E	U	T	E	L	O	F	C	C	H	G
B	Q	E	A	S	W	O	T	G	U	I	D	E	I	S	G	F
B	A	G	W	S	A	U	V	E	T	E	U	R	E	I	V	P
D	I	É	T	I	C	I	E	N	Q	R	R	S	R	P	N	A

LE VOCABULAIRE:

(Have students identify the word and appropriate article when necessary. Find the feminine form if it exists.)

restaurateur
professeur
diéticien
épicier
imprimeur
peintre
si
au
sauveteur
tu

sommelier
musée
zoo
piscine
cinéma
guide
paléontologiste
acteur
cuisinier
ouvreuse

femme
cowboy
travailler
usine
télé
lycée
cameraman
serveur
scénariste

Refer to the *Career Education Guide*, page 30 and to cluster chart on page 18 for related careers.

Vocabulary: campesino, arquitecto, científico, agricultor, ganadero, geólogo, hortelano, paisajista, tractorista, pastor, criador, entrenador de caballos; industrial—ingeniero, técnico, capataz, obrero especializado, tejedor; aeropuerto—camarera de abordo, moza, azafata, anunciador(a).

Related Activities:

- Charades
- Bingo
- Password with occupations
- What's My Line?
- Complete job application in Spanish
- Plan a trip to a foreign country (given $500-$700 to spend)
  - tell transportation cost, time, etc.
  - passport needed?
  - accommodations
  - sights of interest
  - monetary unit—how to exchange
  - transportation within country or city (train, bus, etc.)
  - How many different occupations did you deal with in planning a trip and gathering information?

Transparency: Creative Visuals—"Types of Employment"
Division of Gamco Industries, Inc.
Big Spring, Texas
(Check with school media center and guidance department)

mple Exercise: Occupations

Write the word which best completes the definition.

1. El __________ enseña.
   a. sastre   b. profesor   c. presidente   d. carnicero(a)
2. El __________ maneja el automóvil.
   a. piloto   b. abogado   c. campesino   d. chófer
3. El (la) __________ vende carne.
   a. ejército   b. abogado   c. campesino   d. carnicero(a)
4. El __________ trabaja en un laboratorio.
   a. comerciante   b. nieto   c. científico   d. chófer
5. El __________ hace trajes.
   a. panadero   b. soldado   c. abogado   d. sastre
6. La __________ vende pan.
   a. carnicero(a)   b. abogado   c. panadera   d. piloto
7. El __________ cultiva tierra.
   a. soldado   b. campesino   c. sastre   d. ejército
8. La __________ cuida a los enfermos.
   a. profesora   b. secretaria   C. maestra   d. enfermera
9. El __________ maneja un avión.
   a. comerciante   b. abogado   c. panadero   d. piloto
10. El __________ trabaja con cosas legales.
   a. campesino   b. científico   c. médico   d. abogado
11. El __________ vende.
   a. médico   b. soldado   c. comerciante   d. científico
12. El __________ está en el ejército.
   a. abogado   b. doctor   c. enfermera   d. soldado
13. El __________ es el jefe de la nación.
   a. soldado   b. presidente   c. comerciante   d. médico
14. El __________ cura a los enfermos.
   a. médico   b. sobrino   c. tío   d. carnicero(a)

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[1] Reprint from *Career Education—Foreign Languages, Supplement No. 1*, Upper Marlboro, Maryland: Prince George's County Public Schools, 1976.

Excerpt From

LATIN AND THE WORLD OF WORK:
Career Education and Foreign Languages

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Edward J. Feeney, Superintendent of Schools
1979

FOREWORD

This document represents an attempt to help teachers and students of Latin relate content to career education and career development.

Latin and Today's World of Work

Teachers and students of Latin realize that the contemporary study of this language bears a two-dimensional relationship to the world of work:

It contributes to the basic language skills, thus enhancing English abilities, and it is a continuing source of specialized vocabulary for a significant number of fields.

• • • • • • •

The world of work in the ancient Roman culture, expecially reflected in the class materials, is another dimension of interest, and should be studied.

The Case for Latin in Relation to Career Education

The heightened historical/cultural awareness experienced by the student in contact with the Latin language and the Graeco-Roman civilization becomes part of his/her general education. In this sense the study of Latin contributes to the broadly educated individual, an asset in any occupation, but most particularly in the professions. Moreover, knowledge of the numerous Latin expressions used in English, e.g., *de facto*, *de jure*, *antebellum*, *prima facie*, etc., contributes to the broadening of communication skills.

More specifically, since linguistic proficiency is enhanced through the experience of systematically contrasting English with Latin in the translation process, and since about 50 percent of English words are Latin derived, through prefixes, suffixes and roots, even one year of Latin study tends to increase the students' level of sophistication with regard to structure and vocabulary.

Such a background contributes directly to the competence required in professions which involve *writing* (of all kinds) and *editing*, and speaking; in other words, the communicative fields. Most professional persons are called upon at times to *write* for their fields, or to edit the writings of others. In addition, there are those professions, such as the journalistic, the literary, scientific writing and editing, in which writing, fiction or nonfiction, constitutes the primary endeavor. The study of Latin has always been a valuable component in the preparation for such careers for the reasons stated above.

It is sometimes suggested that the same benefits can be realized by studying lists of English words and their meanings. This argument is in contradiction to the notion that skills are best learned in *context*. Knowing the "system" of Latin is superior to "knowing" lists of isolated bits about it; knowledge of its system is a much more useful tool in confronting expressions never before encountered. A higher level of English word attack skills is realizable through direct experience with Latin, and incidentally, with ancient Greek, though the latter is no longer offered in most school systems in this country.

The role of Latin is more visible in some professions than in others, for example, legal and medical occupations. Below is an exemplary list of professions to which Latin study can contribute directly or indirectly.

- newspaper and magazine reporter and editor
- technical or scientific writer or editor
- lawyer (legal terms are mostly given in Latin)
- creative writer, such as, novelist, poet, dramatist, TV and movie script writer
- physician
- medical technologist
- archaeologist
- English or history teacher or professor
- ministry
- teacher or professor of Romance Languages
- pharmacist
- nurse
- radio and TV announcer
- legal stenographer

The infusion of career education into the discipline of Latin can occur as the teacher and students take up the substantive content both linguistic and cultural.

METHODOLOGY

Orientation/Policy/Sample Strategies

Career education, concept and activities, should be woven into the fabric of the Latin course. As work proceeds through the chapters in the basic texts, teacher and students become adept at recognizing examples of the world of work in ancient Rome. As new vocabulary and structures are learned, the possible application of this material to the workplace of today should be systematically addressed. This approach includes extensive work in derivatives.

In keeping with the student-centered philosophy, a project approach should be used. Students should engage in a variety of activities both for investigating and for reporting to the class.

It is suggested that a group of students might volunteer at the beginning of the year to investigate and list for their classmates the resources available in the school media center.

Two stages of the career development process lend themselves to the academic classroom: *awareness* and *exploration*. Suggestions given below are intended to help the teacher establish an atmosphere of career awareness and exploration. They are not exhaustive, but merely examples of possible strategies.

1. Students prepare tagboard chart showing 15 occupational clusters as set forth by the United States Department of Education.
2. During first week of school students describe on 5" x 7" cards their hobbies, areas of expertise, career interests. These cards will serve as a source of information. *Students may serve as resource persons to their classmates*. Teachers, knowing the interests of their students, may more easily provide enrichment materials to meet the needs of individuals.
3. Students reproduce chart in this guide on Latin and occupations. Chart should be on tagboard for easier mounting.
4. Include among required cultural activities: projects involving investigation of specific occupations in ancient Rome; or, projects *exploring* specific contemporary or possible future occupations in which Latin is useful or necessary.
5. Students holding jobs document ways in which Latin may have helped them, directly or indirectly, in carrying out their duties. Example: *library aide*.
6. Students choose different occupational clusters, do in-depth study of the cluster relating knowledge of Latin as it applies. Prepare list of applicable Latin terms.
7. Teacher and students may prepare kits for the guidance department which include descriptions of professions which use Latin terminology.
   Example: *Latin and Greek Club for Nurses*. A kit which includes medical terminology, plus lists of Latin abbreviations used in prescriptions. (Available from American Classical League, Miami University, Oxford, Ohio, at a nominal cost.)
8. Students prepare posters illustrating legal terms as they appear daily in the media, e.g., *in camera*, *nolo contendere*, *subpoena*, *sine die*.
9. As a class project, students prepare and publish packet for a local elementary school social studies program, explaining Latin mottos of the states. Such an activity may be considered a "hands on" project since the students would actually prepare this material for publication, working with the art department and their school print shop. (Also metric charts – Latin and Greek prefixes)
10. *Increase-your-word-power project*: Students research origins of names used in space exploration; words coined for new commercial products; and new scientific terms.
11. *Advanced Latin students*: Probe selections from various Roman authors for allusions to careers in the Roman world, attitudes toward specific occupations; work performed by Roman slaves. Example: Cicero's *De Officiis*.
12. Possible arrangement under some circumstances: Involvement of advanced senior high school Latin students in internships in local law offices as aides to legal stenographer.
13. Students research occupations which were performed by slaves in ancient Rome, and role of public officials in implementing Roman policies on slavery. Reference: *Filmstrip*: *Slaves in Ancient Rome*, Educational Audiovisual, Inc., Pleasantville, New York 10570.
14. Students investigate the role of priests and priestesses in Roman religion and how persons could enter these professions. Reference: *Filmstrip*: *Religion in Roman Life*. Educational Audiovisual, Inc., Pleasantville, New York 10570.

CLASSROOM ACTIVITIES TO DEVELOP SELF-AWARENESS AND KNOWLEDGE OF CAREERS IN WHICH FOREIGN LANGUAGE IS AN ADDITIONAL TOOL

In December 1974, the American Council on the Teaching of Foreign Languages and other associations representing classroom teachers of various academic subjects met in a three-day conference on Career Education for the Academic Classroom. The five-person team representing foreign languages wrote a statement which included the pedagogy of their discipline, its educational goals, and the relationship between those goals and career education. Important issues which might affect the relationship of the discipline to career education were identified and discussed. Techniques and activities for incorporating career education into classroom activities were outlined. *Career Education in the Academic Classroom*[1] is a product of that conference. The career awareness/career exploration activities published in that book are reprinted here with the permission of Olympus Publishing Company.

CAREER EDUCATION IN THE LANGUAGE CLASSROOM[1]

Model A—Career Awareness

A two-stage exercise can help students examine their own interests and strong points and then relate what they learn to career choices.

1) Have the students list five things they have done in school (be it elementary, junior high, or high school) or in their free time of which they are proud. Next, have them list five things that they think they do well. Notice that these are *positive* items to help students feel good about themselves and begin looking at their own capabilities. When the list has been completed, have the students go over it once more to number the five items according to the following:
   a) Place a "1" after any item that required working with other people.
   b) Place a "2" after any item that required working alone.
   c) Place a "3" after any item that was more dependent upon physical effort.
   d) Place a "4" after any item that was more dependent upon mental effort.
   e) Place a "5" after any item in which the student was a leader.
   f) Place a "6" after any item in which achievement involved some sort of competition.

After the students have completed (a) through (f) above, have them discuss what they have discovered (or simply tell the class about the item that scored most often on their list).

2) Have the students list five jobs that they might consider as their adult "career." After completing the list, the students should answer questions such as:
   a) Does anyone in my family work in this career?
   b) Do I know anyone in this career?
   c) Have I done any reading about this career?
   d) Have I spoken to anyone about what the career is like?
   e) What is the approximate salary for this career choice?.
   f) Does the career require more use of head or of hands?
   g) Is there special training required?
   h) Is college necessary?
   i) Is this position available near my home?
   j) Will I work more with people or with things?
   k) Will the work be done indoors or out-of-doors?
   l) Will the work schedule be fixed or flexible?
   m) Will I have a supervisor or will I be relatively independent in my work?
   n) Will I wear a uniform?
   o) Is travel involved?

The students will then discuss their possible career choices and the reasons for their preferences. Another follow-up activity would be a discussion of what the students learned about themselves and their interests. They might complete the statement, "I was surprised to learn. . ." or "I discovered that. . ." Depending upon the level of the language course, these exercises will be either in English or in the target language.

After the students have completed all of the above, the teacher will go round the room and check *one* of the five career selections each student has made. The career should be one for which foreign language is a major prerequisite or an adjunct tool. The teacher will then write the title of that career in the foreign language for each student. Students will then prepare at home, in the library, or in class (using resource materials) a brief job description in the target language. The decription might include:

1) Place of work (institution)
2) Work hours
3) Probable salary
4) Major responsibilities
5) Skills needed other than foreign language

These short descriptions may be presented orally to the class, and the teacher can question the class about the information presented. The descriptions also may be written out with a picture of the job attached, if possible, and placed on a bulletin board or displayed in some other manner. Good resources that help students learn about careers in the target culture are foreign language newspapers, magazines, and foreign editions of telephone directories (yellow pages). The directories are available in public libraries or may be purchased from the local telephone company.

The teacher can prepare a dialogue presentation which includes several occupations. The class can discuss these occupations and decide whether the careers are closely associated with the target culture or are universal occupations.

When concentrating on a specific unit, such as transportation, sports, tourism, communications systems, buying or selling, and the like, the teacher should build in activities that relate to the world of work. Through field trips, class visits by workers, student projects, or role playing, the vocabulary units can also become career units.

Model B—Career Exploration

In orientation and exploration, the second stage of careeer education development, each student should get a more comprehensive treatment of the careers that involve knowledge of a second language and that have been selected as interesting by the students and the teacher. The following sample exercises encompass the career exploration component of career education.

Sample Exercise 1 – Exploring Careers in Foreign Language

In this exercise, the teacher will guide the students in the following:

a) Bring in a resource person who can be interviewed by the class and who will answer many specific questions about a particular career choice.
b) Show a film or a filmstrip that relates foreign languages to different types of careers.
c) Visit a business or other organization in the community where second language proficiency is required or useful.
d) Have students choose different occupational clusters and investigate occupations within the clusters that can be related for foreign language skills. (The students might prepare charts with this information and discuss these in class. The charts can continue to be useful if posted in classrooms or near the school's guidance offices.)

Sample Exercise 2 – Holding a Foreign Language Career Orientation Fair

Invite from ten to twenty people in the community to spend a morning at your school. These guests will meet with students in small groups to discuss informally their own occupations for about half an hour. To give students a chance to explore at least three careers, three consecutive sessions might be held. Afterwards, students and guests could have a social period with refreshments and opportunity for further career discussions.

Sample Exercise 3 – "Listen and Guess"

The teacher might prepare an audio cassette that lists job descriptions in the target language. Help in preparation of the cassette might be obtained from other language teachers and from native speakers in the community. After the cassette is viewed students are asked to guess each profession that has been described. Flash cards picturing various professions and giving job titles in a foreign language are available from commercial firms in French, Spanish, and German.

Sample Exercise 4 – Role Simulation Mini-Courses

Ten-week courses dealing with a specific career area in terms of its foreign language needs can be prepared so that students can move from career exploration to role simulation. This will help them decide if a specific job is suitable for them. Such a program was prepared by Patricia Breiner of Cincinnati, Ohio, on travel and trade centers. A group of careers in this category was studied in depth, with students watching actual job procedures on field trips and filling out various job forms for practice purposes. Students also simulated some of the career roles. For example, they conducted tours in the target language for other language students and called attention to points of interest in the high school complex. Most of the materials used to prepare this mini-course were obtained from government agencies. These materials dealt with immigration, passports, currency, rate of exchange, and the like. Similar mini-courses in German are successfully being used at Ridgefield High School in Connecticut.

Sample Exercise 5 – Students Teaching Students

Another idea is to have advanced foreign language students put together and run a mini-course for students in other courses. For example, they might teach some functional vocabulary and language skills to students in vocational education courses such as food services, cosmetology, and auto mechanics. This type of program is being used by Barbara Bigelow at Crossland High School in Prince George's County, Maryland.

Sample Exercise 6 – Surveying for Present and Future Needs

As students get ready to narrow down opportunities to specific jobs they find desirable, they must determine the current level of demand for workers in these occupations and the entry-level job requirements. They should ask themselves whether they will need to get some post-secondary education; whether their use of a foreign language in the occupation will be a primary, ancillary, or adjunct skill; and whether they will need to take more foreign language study.

Crossland Senior High School has also tried activities in some of these areas. Foreign language students have surveyed local businesses. This survey information is useful to the entire school because, in addition to turning up information on foreign language needs, the survey provides a profile of business opportunities in the area. A typical survey, printed here to stimulate the teacher's and student's imagination, is as follows:

a) Type of business ____
b) Number of employees ____
c) Location (local, state, or regional) _____________________________
d) Do any of your customers or clients use or speak a foreign language? (Leave room for "yes" and "no" boxes.)
e) Do you presently employ people with foreign language skills? ("yes" and "no" boxes.)
f) Are applicants with foreign language skills preferable? ("yes" and "no boxes.)"
g) What percentage of your employees have at least one foreign language skill?
______ less than 25%   ______ 26 to 50%   ______ more than 50%

h) Please check the foreign language skills that you would consider most important for employees of the following categories:

	Listening	Speaking	Reading	Writing
Clerical-secretarial				
Sales				
Technical				
Managerial				
Executive				

This item on the original questionnaire format which was developed by William Coley and Martha Frankie, former foreign language ducation students at the University of Maryland, College Park, Md. was subsequently changed to read: "If all other qualifications for he job are equal, would you give preference to those applicants who have foreign language skills?"

i) In which of these employment areas do you expect a need to arise (or increase) in the next two to three years? Please check.

	Expect need to arise	Expect need to increase	Estimated number of new positions
Clerical-secretarial			
Sales			
Technical			
Managerial			
Executive			

j) Please check the languages which would be beneficial to employees in your business setting. If more than one language, please number in the order of their importance (1 = most important, and so forth).

_____ Spanish	_____ Russian	Others (please specify)
_____ French	_____ Japanese	________________________
_____ German	_____ Korean	________________________

k) Would anyone in your company be available to speak at a local secondary school on the importance of foreign language skills in your business? ("yes" and "no" boxes.)

l) Other comments: ____

____

m) Position of person completing survey (optional): _______________________________

ample Exercise 7 – Foreign Language and the Communications Media

Still another exercise that can be integrated easily into the more advanced level of a foreign language career emphasis is the preparaion of a biweekly or monthly newspaper by all language classes in the school. This can be done in cooperation with the journalism staff. The newspaper articles can be done either on a voluntary basis or as written class assignments, and they can recount current events in he school.

Another research project is to have foreign language students present, in the target language, once-a-week announcements of major vents over the school's loudspeaker system. The language used for these announcements might change from week to week. These exercises are particularly useful to students interested in newspaper, radio, and public relations jobs.

Sample Exercise 8—Careers for Spanish-Speaking Americans

One example of the way that an industrious teacher can help students prepare for specific careers that require or benefit from some knowledge of a foreign language is the course in career Spanish prepared by Toby Tamarkin at Manchester Community College in Connecticut. Although this program is considered a second-year language course, it has many features which can be adapted by the secondary school teacher.

Realizing the need for a more practical approach to language learning in the Northeast, especially at the community college level, Ms. Tamarkin prepared materials for an audiovisual "Career Spanish" course. She wanted to draw from the community at large those workers whose jobs called for an understanding of Spanish as well as those students in the college enrolled in a specific program that would place them in contact with the Spanish-speaking community.

This course has three focal points: medical careers, public service careers, and business careers. There are 24 lessons in all, which consist of the following materials:

a) Three- to four-minute television dialogue (often filmed on location for better role simulation)
b) Overhead transparency containing the written dialogue
c) Three-page student lesson:
    1) Page 1, new vocabulary
    2) Page 2, grammatical review
    3) Page 3, additional questions related to job procedures
d) Audio cassette:
    1) Part 1, pronunciation practice with the dialogue and vocabulary list
    2) Part 2, grammatical exercises using present, preterit, imperfect, and future tenses
    3) Part 3, an oral practice using the additional questions in the student lesson
e) Mimeographed materials—welfare applications, charge account applications, hospital admissions questionnaires, and so forth

For example, lessons in the medical section include: emergency situation 1 (possible appendicitis), emergency situation 2 (nausea and fainting), hospital admissions (personal and medical history), pregnancy, taking a blood test, taking an X-ray, occupational therapy, dental hygiene, and the visiting nurse.

After representatives of other colleges visited the program, it received full transfer credit in Connecticut. Any student or member of the community with two years of high school Spanish or a year of college Spanish may take the course, which is given in the evening to accommodate everyone. At the end of two semesters, students and workers in this program are able to understand and speak Spanish within their chosen professions. They do not merely utter commands, but can actively communicate and handle their entire occupational roles in the second language.

The results are directly related to the materials, which took three years to prepare. These materials completely immerse the student in the second language. They bombard the student's senses—sight, sound, and even touch as the student handles the different instruments necessary in an occupation—while simulating job procedures in the classroom.

The students begin with a televised dialogue. They recognize the type of job and the essence of what is happening because television uses a combination of sound and sight. The native speakers do not slow their speech, and all extraneous noises on the job have been retained on the television tape in order to keep the situation as close as possible to real life. The teacher reviews the specific vocabulary with the student, acting out and gesturing to show word meaning whenever possible, before the initial viewing of the televised dialogue. The students know that only Spanish is spoken unless the teacher is discussing some cultural aspect or a very difficult point in the lesson.

After the first viewing of the filmed dialogue, the students see the script on an overhead transparency. The teacher asks simple questions of the students, who use the dialogue as an aid. The teacher points to the answer so that the student is not at a loss for words. Then students watch the dialogue on television a second time. This time they understand a great deal more and again use the dialogue transparency, although the teacher now discusses each question or bit of information in a personalized manner. For example, "Did you ever take a blood test?" "Where did you take it?" "Were you comfortable in the office?" "Did you like it?" "Does it hurt?" "Why did you need the test?"

At its next meeting, the class helps the teacher prepare a synthesis of the job procedure which is shown on the overhead transparency. Below is an example of such a synthesis in "Taking a Blood Test." This particular lesson is done in Spanish, but it could be done in any other language as well. The English translation (in parentheses), which can be transformed into other languages, is provided.

a) Identificación: "Buenos días. Yo soy el técnico."
(Identification: "Good morning. I am the technician.")
b) Explicación de por qué el paciente está aquí.
(Explanation of why the patient is here.)
c) Explicación de la prueba de sangre: "No se ponga nervioso."
(Explanation of the blood test: "Don't be nervous.")
d) "¿Ha comido o bebido desde la medianoche?"
("Have you eaten or drunk [anything] since midnight?")
e) La prueba: "Suba la manga; la banda apretada; haga un puño; guarde el brazo derecho; es sólo un pequeño pinchazo; no le dolerá. No se mueva."
(The test: "Roll up your sleeve; [I am making] the band tight; make a fist; keep your arm straight; it's only a small prick; it will not hurt. Don't move.")

The synthesis is necessary to get the actual sequence of events in a particular job in focus in both the instructor's and the students' roles until they have mastered the lesson. When they are ready, they tell the teacher and take an oral exam. Either the classroom teacher, another foreign language speaker, or student will play the opposite role (patient, client, customer). The burden of getting and giving all pertinent information rests with the students being tested.

The program has been so successful in reaching its major goal — to build student fluency in the chosen occupational situation — that these materials are being tried experimentally for persons in the community who have never studied Spanish, and they also will be used for an in-service course at Hartford Hospital.

Using this type of material as a first approach to learning Spanish necessitates a much slower pace with each dialogue than is usually the case, and this must be a specific lesson arrangement (beginning with the shortest, grammatically easiest lesson, and progressing to the more difficult unit). Although the beginning student cannot be expected to be fluent in the language, he or she should be able to master a great deal of needed vocabulary, basic verbs and pronouns, and adequate pronunciation.

During one semester the teacher allowed students to choose the lessons they wanted to learn. Of necessity, no more than three different units could be studied at one time in the classroom. This enabled the teacher to work with each of the three groups on the overhead transparency during the class period. The teacher did not allow this freedom of choice until students had worked together through the first two units and understood the methodology being used and the routines involved in learning each lesson. The technique is especially well suited to a classroom where a teacher's aide or student helper is available.

This is an exciting program, using all possible attention getters. The teacher is rewarded with appreciative students, happy times with a "fun" method, and concrete results in terms of job needs.

Sample Exercise 9 — Foreign Language in Aviation

A good example of how to gear career emphasis to local needs is a program at August Martin High School in Jamaica, New York, where many courses have an emphasis on aviation. The school, located one mile from Kennedy International Airport, is a comprehensive high school that offers a full academic curriculum as well as courses related to aviation and the air transport industry. In language courses, an aviation vocabulary is integrated into regular lessons whenever appropriate. For example, in a language unit on food, students might simulate a dialogue between a steward and passengers who are having an on-board meal. To give students in language classes a firsthand look at the target language being used in the world of work, students also visit the Air France and Iberian Airline terminals at Kennedy Airport.

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[1] Mangum, Garth L., *et. al.* (eds.). *Career Education in the Academic Classroom*. Salt Lake City: Olympus Publishing Company, 1975.

DEVELOPING A CAREER EDUCATION CURRICULUM

There are many strategies which language teachers could use to introduce various careers while simultaneously teaching basic language skills. In addition to the adaptation of existing text materials as noted in the previous section, a team of teachers might wish to develop a separate, original unit such as the one which follows: "Flight Attendant."

This sample unit presents suggested strategies for teaching basic material which is pertinent to a flight attendant. This and other units appear in Houghton Mifflin's *Foreign Languages: Career Opportunities*.

The unit is written in English. Instructors are urged to translate it into the appropriate language. (Translations already exist in companion publications for French, Spanish, and German classes.) Instructors could use this unit as a foundation on which to build additional units which would not only convey basic language skills, but which would also delineate numerous occupations where more than one language is absolutely necessary.

(**Editor's Note**: Teachers should update this information prior to disseminating it.)

ON THE AIRPLANE (1)

1. **STEWARDESS:** Good morning, sir. Your ticket, please.
2. **PASSENGER:** Here it is.
3. **STEWARDESS:** Thank you. Seat number 14F is on your left near the center of the plane.
4. **PASSENGER:** Thank you. Is it an aisle seat?
5. **STEWARDESS:** No. It's next to the window right over the wing.

DIALOGUE VARIATIONS/EXERCISES

1. Good morning, sir.
   ____________________, miss.
   ____________________, young man.
   ____________________, madam.
2. Your ticket, please.
   ______ baggage, ____________________.
   ______ package, ____________________.
   ______ umbrella, ____________________.
   ______ coat, ____________________.
3. Seat number 14F is on your left.
   ____________________ on your right.
   ____________________ in the center.
   ____________________ in the rear.
   ____________________ in the front.
   ____________________ on the aisle.
   ____________________ by the window.

ON THE AIRPLANE (2)

1. **PASSENGER:** (Puts light on for stewardess.)
2. **STEWARDESS:** Yes, sir.
3. **PASSENGER:** I didn't understand your instructions.
4. **STEWARDESS:** Fasten your seat belt, and raise your seat to the upright position.
5. **PASSENGER:** Where is the seat button?
6. **STEWARDESS:** On the arm of your chair.
7. **PASSENGER:** May I smoke?
8. **STEWARDESS:** When the light goes off.

EXERCISES/DIALOGUE VARIATIONS

1. I don't understand your instructions.
________________ the stewardess.
________________ you.
________________ what you are saying.
________________ what you mean.
2. Raise your seat.
Lower ____________.
Fasten your seat belt.
Undo ____________.
3. Where is the seat button?
________________ barf bag?
________________ restroom?
________________ air control?
________________ overhead light?
________________ emergency exit?
________________ ash tray?

ON THE AIRPLANE (3)

1. **STEWARDESS:** Would you like lunch?
2. **PASSENGER:** Definitely. I'm starved.
3. **STEWARDESS:** Roast beef or chicken?
4. **PASSENGER:** I prefer roast beef.
5. **STEWARDESS:** To drink there is coffee, milk, orange juice, and soft drinks.
6. **PASSENGER:** Orange juice, please.

EXERCISES/DIALOGUE VARIATIONS

1. Would you like lunch?
________________ breakfast?
________________ dinner?
________________ a drink?
________________ some nuts?
2. There is coffee to drink.
_____ hot chocolate ______________________________.
_____ soft drinks ______________________________.
_____ water ______________________________.
_____ wine ______________________________.
_____ lemonade ______________________________.
3. I prefer roast beef.
________________ chicken.
________________ sandwiches.
________________ spaghetti.
________________ ham and eggs.
________________ salad.

ON THE AIRPLANE (4)

1. **STEWARDESS:** Would you like a pillow or magazine?
2. **PASSENGER:** Yes. Where are the pillows?
3. **STEWARDESS:** A blanket and pillow are in the rack above your head.
4. **PASSENGER:** That's good. Do you have any stationery?
5. **STEWARDESS:** No, but we do have some postcards.
6. **PASSENGER:** That will be fine.

EXERCISE/DIALOGUE VARIATIONS

1. Would you like a pillow?
________________ newspaper?
________________ book?
Do you have ________________?
________________ pencil?
________________ pen?
________________ postcard?
2. A blanket is in the rack.
________________ above your head.
________________ on the seat.
A magazine is ________________.
________________ under the seat.

SUGGESTED UNITS BASED ON CAREER CLUSTERS

I. AGRI-BUSINESS AND NATURAL RESOURCES
  A. Fruit and Vegetable Farm
  B. Fruit and Vegetable Stand
  C. Cattle Ranch
  D. Export/Import Bureau
  E. Peace Corps
II. BUSINESS AND OFFICE
  A. Department Store
  B. Bank
  C. Credit Union
  D. Loan Office
III. HEALTH OCCUPATIONS
  A. The Scene of an Accident (Paramedic)
  B. The Dentist's Office (Dental Hygienist, Dentist)
  C. The Hospital (Nurse)
  D. The Doctor's Office
  E. The Optometrist's Office
IV. PUBLIC SERVICES
  A. The Fire Station
  B. The Police Station
  C. The Court
  D. A Mission for a Church
  E. The Scene of an Investigation (FBI Agent)
  F. The Switchboard
  G. The Border (Patrol Officer)
  H. The Post Office
V. ENVIRONMENT
  A. Ecologist
  B. Forest Ranger
VI. COMMUNICATIONS AND MEDIA
  A. Newspaper Reporter
  B. TV Cameraperson
  C. Meteorologist
  D. Sports
  E. Film Maker
  F. Correspondent
  G. Telegraph Operator

VII. HOSPITALITY AND RECREATION
  A. The Travel Bureau
  B. The Theater/Opera
  C. The Hotel
  D. The City Park
  E. The National Park
  F. The Amusement Park
  G. The Swimming Pool
  H. The 4-H Camp

VIII. MANUFACTURING
  A. Buyer
  B. Manager
  C. Inspector

IX. MARKETING
  A. Salesperson
  B. Advertising Agent
  C. Foreign Clerk
  D. International Bank Officer
  E. Copywriter

X. MARINE SERVICE
  A. Merchant Marine
  B. Radioman
  C. Marine Biologist
  D. Oceanographer

XI. PERSONAL SERVICES
  A. The Restaurant
  B. The Barber Shop
  C. The Beauty Shop
  D. The Grocery Store
  E. The Movies
  F. The Hardware Store

XII. CONSTRUCTION
  At the Site:
  A. Carpenter
  B. Bricklayer
  C. Painter
  D. Cabinetmaker
  E. Architect
  F. Foreman
  G. Engineer
  H. Supervisor

XIII. TRANSPORTATION
  A. The Information Booth
  B. The Ticket Booth
  C. The Baggage Counter
  D. On the Plane
  E. On the Train
  F. In the Car

XIV. CONSUMER AND HOMEMAKING
  A. The Tailors
  B. The Kitchen
  C. The Bakery
  D. The Fashion Designers

XV. FINE ARTS AND HUMANITIES
  A. Artist
  B. Singer
  C. Actress/Actor
  D. Composer
  E. Teacher of Drama
  F. Teacher of Literature
  G. Librarian

VII. PRACTICAL CAREER AWARENESS ACTIVITIES

SIMULATE AN INTERNATIONAL AIRPORT

This activity can include the following career areas:

1. Interpreting
2. Banking
3. Marketing
4. Entertainment
5. Airlines
6. Travel agents
7. Advertising

Toward the end of the year, North Layton Junior High School in Davis (CA) district has a special night where parents and community are invited into the classrooms to see student accomplishments and acquaint themselves with the school program. On this evening the foreign language students simulate an international airport. Upon entering the room one fills out a "passport" for identification and receives a "traveler's check." If the visitor does not speak a foreign language, he or she must hire either a French- or Spanish-speaking interpreter who helps him or her cash the check for "*pesos*" at the *Casa de Cambio* or for "*francs*" at *L'échange*. There are two markets set up, one Spanish and the other French, so that the interpreter is needed to help the visitor buy something. Students sell French or Spanish food (i.e., cream puffs, *crêpes*, *escargots*, *tortillas*, *quesadillas*, *tacos*, etc.) which they have made. (If the customer has *pesos* and wishes to buy something French, he or she must then hire a French interpreter to change the money to *francs* and translate the order to the vendor.) Students also bring white elephants from home to sell in the market place. Words to foreign songs have been typed up and run off for sale in the *Casa de Música*. French and Spanish talent groups provide entertainment in the *Café* (mariachi bands, the Mexican Hat Dance, the Can Can, etc.). This event draws such a crowd that the gym or cafeteria is needed to accommodate everyone comfortably.

To incorporate more careers into this activity one can:

1. Simulate the inside of an airplane at the entrance to the room and have flight attendants welcome visitors and give instructions in English, Spanish, and French. Attendants can also serve snacks such as peanuts and punch.
2. Set up a travel agency in one corner with student-made travel brochures and slide travelogues of foreign countries or of domestic tours presented in the foreign languages.
3. Have foreign language students interested in arts and crafts produce for sale in the market place such items as *piñatas*, *ojos de Dios*, paper flowers, macramé hangers, pottery, etc.
4. Have students interested in commercial art provide foreign advertising for merchandise to be sold in the market place.
5. Have students interested in the clothing industry make traditional costumes for the entertainers or guides; present a fashion show in one of the boutiques; produce needlework typical of various regions either for an artisans' display or for sale.
6. Have a customs official check for nationality, illegal aliens, contraband, items to be declared and taxed which were bought during the activity, etc. as the visitors exit.

This airport activity is most successful when each section has been practiced and polished in the classroom, and then put together for a grand finale for visitors to experience.

Other suggestions are:

1. Have at least four bankers per language so that a line does not build up and slow progress.
2. The interpreters might also have play money on hand to cash checks and to keep things moving.
3. Have enough students acting as flight attendants and passport agents to speed entry.
4. Have relief shifts so that students can take a break from their particular assignment and mingle in the other activities.

STUDENT MINI-COURSES

This activity demonstrates the importance of foreign language as an adjunct tool in many careers. Students group themselves according to their various career interests and teach a one-period mini-course relevant to curricula in other classrooms. Carefully prearrange a time which is appropriate and convenient for the other teacher.

Examples:

1. HOME ECONOMICS
   a. Students pronounce and demonstrate French cooking terms and teach the home economics students to prepare and serve a foreign dish (e.g., crêpes, *escargots*, etc.).
   b. Students give fashions shows, complete with foreign vocabulary and famous foreign designers, and then teach the sewing class to make something simple, following instructions in a foreign language.
2. AUTO MECHANICS
   Label parts of machinery and give useful expressions in securing repair or servicing of machinery.
3. HEALTH
   Role play a health missionary or a representative from the local health department and present the basic four food groups in the foreign language.
4. MUSIC
   Teach a musical number and give a presentation of the great musical artists of foreign countries.
5. ART
   Give a presentation of the great masters from the various cultures and make sample products in class that are typical of various cultures (e.g., beer steins, *ojos de Dios*, *piñatas*, paper flowers, pottery, etc.), or have students produce something imitating the style of one of the greats.
6. ANATOMY
   Introduce body vocabulary and teach a short dialogue about a doctor and a patient, using the foreign language.
7. GEOGRAPHY
   Students interested in travel agency work can present a foreign travelogue.
8. TYPING OR BUSINESS COURSES
   Have students type a letter to a foreign business, or practice typing foreign language material.
9. DRAMA OR COMMUNICATIONS
   Have students learn a long-distance telephone operator dialogue.

TELEVISION PROGRAMS

For extra credit projects which are meaningful in both academic and career education, students can watch television programs which are foreign language- or foreign culture-oriented. Examples of some of these programs are *Sesame Street*, *Villa Alegre*, *Carascolendas*, *Cocina Mexicana*, and *Fiesta Latina*. Teachers can scan the *T.V. Guide* and post a list of these programs in class at the beginning of each week. Students can write a short summary of one of the shows for extra credit.

WANT ADS

1. The teacher can bring newspapers to class and have students search for jobs which list a second language as a job requirement. Other than local papers can and should be used: *The New York Times*, *Los Angeles Times*, etc. (These could be kept in a file or put up on a special career awareness bulletin board).
2. Have students select a job in the want ads and translate the ad into the foreign language they are studying.
3. Have students make up a want ad in the foreign language for their chosen occupation.
4. Have students write a letter of response in the foreign language to a job ad listed in the newspaper.
5. Have students write a brief statement or summary of their talents, abilities, and interests which would qualify them for the job they have selected from the newspaper.

WRITING THE LETTER OF APPLICATION

The letter applying for a position should be composed and written with great care, for your application may compete with hundreds of others. Each applicant will be judged by handwriting, the correctness of English, the ease of style, and the contents of the letter. The following are a few helpful suggestions:

1. If possible, address an individual in the firm, using full name and correct title.
2. Instead of implying that you are looking for a job, offer your services.
3. Indicate that you know what the job is about and that you are genuinely interested.
4. Show that your previous experience fits you for the job.
5. Be specific about your qualifications and the results you have obtained in the past.
6. Make your letter stand out by personal description; avoid anything stereotyped.
7. Try to have an effective opening sentence and a strong closing sentence.
8. Avoid hackneyed and stereotyped phrases; write naturally and sincerely, but be modest in expressing opinions.
9. Check your letter for errors in grammar, spelling, and punctuation.
10. Strike out unnecessary words and phrases; do not repeat yourself.
11. Mention two or three references. In addition to their addresses, give their telephone numbers, if possible.
12. If you have a good letter of reference, you might type it or mimeograph it and enclose a copy in your letter of application.

INTERVIEWING—SURVEYS

Assign students to interview three to five persons who speak or have studied at least one foreign language. An interview form will help students conduct and record the interview more easily. The results should be shared and discussed in class. A compilation of the results would be a good class activity. The following items are examples of things that could be tallied: number of persons interviewed, foreign languages studied, occupations of those interviewed, how the foreign language was learned, the degree of schooling obtained, use of the foreign language on the job.

A sample interview form will help the teacher to formulate his or her own to meet the needs of students in a particular geographical area.

FOREIGN LANGUAGE INTERVIEW

1. What is your name?
2. What is the title of your job?
3. What does your job entail?
4. How did you become interested in foreign languages?
5. How did you learn a foreign language? Which language did you study?
6. What level did you study in high school? college?
7. Did you enjoy studying a foreign language? Why or why not?
8. Do you speak the language well, fairly well, or fluently?
9. Does anyone else in your family speak a foreign language?
10. Do you feel that the knowledge of a foreign language makes (or could make) your job more interesting?
11. What type of person likes and is successful at your job?
12. Do you have future career or leisure time plans where knowledge of a foreign language would be desirable?
13. Can you see a real need for high school students to learn to speak a foreign language?
14. Does your company need more people who can speak a foreign language?
15. If two applicants were equally prepared for a job in your occupation, do you think that the one who also spoke a foreign language would have a better chance of getting the job?

Here are other activities where a survey form could be used:

1. Survey the neighborhood for people skilled in foreign languages and then:
   a. Compile a resource list of guest speakers.
   b. Invite guest speakers to visit the classroom and relate how the language is useful.
   c. Interview (tape or videotape) persons in various fields who actively use foreign languages in their work.
2. Survey classifed sections of newspapers to spot jobs requiring knowledge of a foreign language and maintain a file (perhaps a bulletin board) and discuss:
   a. What jobs are most requested for foreign language speakers?
   b. What is the pay range?
   c. Which languages are preferred?
   d. What duties are involved?
   e. What degree of fluency is required?
   f. What type of foreign language skill is needed (e.g., reading, writing, speaking, etc.)?

3. Survey industries on a local level that have international distribution to determine the use of foreign language trained personnel.
   a. What languages are needed for what positions?
   b. What are their opinions regarding desirability of foreign languages for employment?
4. Survey one employer from each of the job clusters and ask if they prefer a person with a foreign language background. How would they use a person with such a background?
5. Survey various aspects of the world of work in a foreign culture (e.g., length of work day, average salary, vacations, types of industry, training requirements, etc.).
6. Teachers can survey their students during the first week of school, at the semester break, and again at the end of the year to see how effectively the career awareness program is. Include the following:
   a. Special interests
   b. Career aspirations
   c. Why are you learning a foreign language?
   d. What jobs are directly available for foreign language majors?
   e. What other jobs are there where you could use foreign language?

Such a survey would help the teacher plan material relevant to each individual student's needs.

POSTERS

1. Have a FLAYC (Foreign Language and Your Career) contest. Students make posters showing how foreign language will be helpful in future careers. These are displayed in the classroom and throughout the school during international week and/or career week.
2. Students make posters for each occupation, listing and illustrating foreign vocabulary that pertains to that career.

TIME BINGO

Have each student make two bingo cards with a time instead of a number in each box. Label one card DEPARTURES and the other ARRIVALS, using the foreign language. The caller, or "reservationist," gives either an arrival or departure time in the foreign language, and the student must cover the indicated time on the correct card. The student who wins then becomes the "reservationist." Use 24-hour time.

GENEALOGY

1. Have students interested in genealogy read foreign microfilm at a genealogy library and label what type of information is included (e.g., births, deaths, baptisms, confirmations, marriages, land records) and the years covered. Film cataloguers and genealogy researchers need translators to obtain this information.
2. Have students do research work by corresponding in the foreign language with a foreign archive.

OTHER SUGGESTED ACTIVITIES

1. Brainstorm:
   a. How would foreign languages be useful in various occupations suggested by class members?
   b. What do students intend to do with their language after graduation? How could it help them?
2. Discuss the occupational denotations or connotations of pictures in textbooks, filmstrips, vocabulary, etc., or use a reading in the book to discuss careers.
   a. Is the career necessary now?
   b. Is there a need for a foreign language skill with this career?
   c. What other education is needed in that field?
3. Conduct a formal debate on the need, *pro* and *con*, for foreign languages in certain fields: architecture, health, etc.
4. Prepare a series of learning activity packets on specific occupations or on particular aspects of the world of work in the foreign culture.
5. Prepare learning activity packets or mini-courses dealing with specialized Russian, Spanish for radio and television announcers, some common foreign terms in journalism, sports, etc.
6. Teach time, prices, sizes, etc. to make students aware of how knowledge of numbers can be useful: e.g., the temperature and the metric system in chemistry, sizing and the metric system in the clothing industry, 24-hour time schedules and kilometers in the travel industry, monetary systems for travel and banking, etc.
7. Teach students to give or receive directions using career roles such as guides, pilots, receptionists, etc.
8. Search newspapers, magazines, or television programs for target language phrases now or commonly used as part of English. List the phrases found. To which professions do they pertain? Students can make a large wall chart and can write these words on it themselves.
9. Read, type, translate, and compose business letters in a foreign language, or practice writing techniques by corresponding with a foreign pen pal.
10. Teach occupational vocabulary in other languages through identification games or role-playing occupations:
    a. Have students act out different careers. Ask them to write and act out dialogues on the job they have chosen.
       (1) Have students act out telephone skits to make them aware of jobs one might have where use of the telephone is important.
       (2) Have students serve as escorts for foreign visitors to the school and community.
       (3) Have situation dialogues where one who speaks English meets with a foreign speaker.
    b. Play charades, trying to guess what kind of work the person is doing.
    c. To make the student aware of what occupations there are, what is done for each, and what the names are, play "Quién soy yo?" (Who am I?), where descriptions are given of what one does on the job. Students must guess the occupation.
11. Box Elder High School in Brigham City, Utah, has foreign language students form committees to gather information and realia and present travelogues to the student body during the lunch period. This would be a good activity for those interested in the travel industry or the diplomatic service.
12. Have a foreign language assembly utilizing entertainment talents in the foreign cultures. Students interested in costume design, stage design, makeup, and directing can help out.

13. Have students do a term project, utilizing their talents and interests in conjunction with the foreign language.
14. Give students an opportunity to take the Pimsleur Foreign Language Aptitude Test. Results can be used to help students analyze their language strengths and weaknesses. This information can be related to possible career choices.

BULLETIN BOARDS

1. A bulletin board illustrating parts of the body can be career-oriented:
   a. The students interested in health careers could depict a simple dialogue between a doctor and patient.
   b. Periodically change the doctor to another professional (e.g., nurse, X-ray technician, lab technician, dentist, etc.), and change the patient's ailment.
2. Bulletin boards on foods could be adapted to career awareness:
   a. Have students interested in health careers present the four basic food groups in the foreign language.
   b. Have students interested in culinary arts or the restaurant industry provide a different recipe each month, not only labeling the ingredients, but also giving procedure terminology in the foreign language.

3. Have a "career of the month" bulletin board focusing on different career possibilities where foreign language would be of value. Included could be a job description, a dialogue, and, if possible, the testimony of a community figure in that position.
4. Focus on a student to be the "career personality of the month." Emphasize how foreign language is helping him or her to prepare for a future career.
5. Have students develop a current events bulletin board on career awareness in foreign language. Students can pin up newspaper want ads and artices that they find which pertain to jobs incorporating foreign language skills. The foreign language want ads that they write themselves (see the previous WANT ADS activities) can also be posted. This would be a good place for the schedule of foreign language-oriented television and radio programs available to the students during the week or month (see previous TELEVISION PROGRAMS activities).

WAYS TO MAKE CAREER EDUCATION AND FOREIGN LANGUAGE LEARNING MORE HUMANISTIC

In a humanistic approach, students' needs as human beings must be considered first and the instruction of subject matter second. In this area, teachers have accomplished a great deal. Workshop participants have identified the following:

Foreign language teachers usually locate individual talent and relate this talent to foreign languages. For example, a student who is good in art may enjoy helping to prepare audiovisual aids for the dialogue presentation. Always give credit to the student for specific work.

Foreign language teachers usually display student materials on the bulletin board. Students enjoy seeing their work on exhibit.

Foreign language teachers sometimes use students as aids for classroom instruction. This has proved to be a successful technique. Sometimes better or more advanced students can tutor those in lower levels or those in the same level who are having difficulty with certain concepts.

Most foreign language teachers realize that one way of showing concern and interest in another person is through the sense of touch. Simple gestures such as a handshake or a pat on the back can help.

Foreign language teachers provide for some small-group work or individualization. Classroom management that incorporates small-group activities is facilitating greater interaction among students and teacher.

Foreign language teachers know that grading based on the normal curve is dehumanizing. Goal-based grades are more humanistic.

During the warm-up exercise, foreign language teachers give students a chance to talk about things that interest them.

Foreign language teachers usually present dialogues and have the students act out the conversation before class. Students should not be forced to do this if they are very shy. Other options should be available for these students.

Oral drill is usually conducted so as not to put the individual student on the spot to produce information before having a chance to learn it. One technique foreign language teachers use is to have large groups repeat the new material first, then smaller groups, and finally, individuals.

Most foreign language teachers try to give positive reinforcement to students by saying "Very good" or its equivalent after correct responses. This is good if it is sincere and not overdone. A teacher should have numerous ways of saying "Very good" and not be limited to the same expression. Some variations are included in this section of the guide.

The foreign language teacher who writes a personal note on papers being returned is adding a humanistic note to assignments.

To make dialogues more personal, foreign language teachers often have students substitute their names for those in the book or dialogue.

What are we as foreign language teachers failing to do in the humanistic domain? Workshop participants identified the following weaknesses. They provide a checklist of things to avoid. All of these items destroy the humanistic atmosphere in the class:

The teacher is inconsistent. This is a sure way to lose student confidence and respect.

The teacher leaves some students out of the main activities. Young people have a strong sense of consideration for all in a group. Every student should be involved in the class activities.

The teacher is unfair. The teacher should treat all students the same. The rules of the class should be well known. Goals should be realistic for all members; students should all be able to meet them.

The teacher teaches only to the top group of the class. It is a temptation to teach only to those students who are most interested or who are the brightest. If it is not possible to teach to the entire class as one group, perhaps two or three groups should be organized within the class.

The teacher just sits at the desk. The good teacher will not be satisfied to give assignments and work at the desk. Humanization means being actively involved with members of the class.

Teachers who move about the classroom will have an easier time of keeping student attention and interest than those who remain in one area all the time.

The teacher takes things too seriously. Teachers have to view roles objectively to be most effective with students and solving student behavior problems.

The teacher embarrasses students. The good teacher will avoid this. A student must feel right about him or herself and the teacher if maximum learning is to take place. Embarrassing or criticizing students will destroy confidence and incentive.

The teacher uses sarcasm. The good teacher does not use negative wit at the expense of students.

The teacher is always serious and has no sense of humor. The successful classroom will produce laughter regularly.

AFFIRMATIONS FOR BUILDING SELF-ESTEEM

1. I am a valuable and important person, and I'm worthy of the respect of others.
2. I'm optimistic about life; I look forward to and enjoy new challenge to my awareness.
3. I am my own expert, and I allow others the same privilege.
4. I express my ideas easily, and I know others respect my point of view.
5. I am aware of my value system and confident of the decisions I make based on my current awareness.
6. I have a positive expectancy of reaching my goals, and I bounce back quickly from temporary setbacks.
7. I have pride in my past performance and a positive expectancy of the future.

8. I accept compliments easily and share my successes with others who have contributed to them.
9. I feel warm and loving toward myself, for I am a unique and precious being, ever doing the best my awareness permits, ever growing in wisdom and love.
10. I am actively in charge of my life and direct it in constructive channels. My primary responsibility is for my own growth and well being (the better I feel about myself, the more willing and able I am to help others).
11. I am my own authority (and I am not affected by negative opinions or attitudes of others).
12. It is not what happens to me, but how I handle it, that determines my emotional well being.
13. I'm a success to the degree that I feel warm and loving toward myself.
14. No one in the entire world is more or less worthy, more or less important, than I.
15. I count my blessings and rejoice in my growing awareness.
16. I am an action person; I do first things first and one thing at a time.
17. I am warm and friendly toward all I contact; I treat everyone with consideration and respect.
18. I am kind, compassionate and gentle with myself,

This procedure is not a new one. You have been affirming all of your life and you will continue to do so the rest of your life.

Our project is to deliberately control the input of information and thus direct the changes we intend to make in our performance.

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POSITIVE IMAGE CALENDAR

1. People like to be around me because I put myself and others up.
2. I like myself unconditionally.
3. I show that I am 100 percent alive by thinking, speaking and acting with great enthusiasm.
4. I have unconditional warm regard for all people at all times.
5. I am a unique individual worthy of respect.
6. I am completely self-determined and allow others the same privilege.
7. I am at peace within myself at all times.
8. I enjoy expressing loving concern for those about me.
9. I am relaxed even though there is a tumult around me.
10. I love each moment of my life.
11. I am content to fulfill my commitments with enthusiasm.
12. My co-workers like to be around me because I reinforce their strengths.
13. My openness and candor endear me to others.
14. Others believe in me because I always keep my word.
15. I have warm feelings for my students at all times.
16. I say only positive things about my students at all times.
17. I allow myself to think only positive thoughts of others.
18. People like to talk to me because I keep their confidence.
19. I know I can accomplish the goals I have set for myself.
20. I take pride in being a person of worth.
21. I rejoice that I can share life's experiences with my family.
22. I pride myself in accepting others as they are.
23. Each individual's uniqueness brings joy to my heart.
24. I take pride in my ability to implement ideas and programs.
25. My own individuality is cherished at all times.
26. I believe in myself as a person of worth.
27. Each time my life touches another I enhance the meaning of life for them.
28. Should I fall I'll get up smiling and keep on going.
29. I am at ease at all times because I accept myself with my assets and my liabilities.
30. I am honest in my dealings with others.

99 Ways to Say "Very Good"

1. Super!
2. You've got it made!
3. You're on the right track now!
5. Exactly right!
6. You're really working hard today!
7. I'm proud of the way you worked today!
8. You're doing a good job!
9. You've just about got it!
10. That's the best you have ever done!
11. Congratulations!
12. I knew you could do it!
13. That's quite an improvement!
14. That's it!
15. Now you've figured it out!
16. That's good!
17. Good work!
18. You are very good at that!
19. That's coming along nicely!
20. That's very much better!
21. I'm happy to see you working like that!
22. You are going that much better today!
23. Now you have it!
24. Not bad!
25. Great!
26. You are learning fast!
27. Keep working on it; you're getting better!
28. Exceptional!
29. You're getting better every day!
30. Couldn't have done it better myself!
31. One more time and you'll have it!
32. You make it look easy!
33. You really make my job fun!
34. That's the right way to do it!
35. Nice going!
36. Now you've figured it out!
37. You did it that time!
38. That's not half bad!
39. Wow!
40. That's the way!
41. You haven't missed a thing!
42. That's the way to do it!
43. Sensational!
44. Excellent!
45. That's better!
46. Wonderful!
47. That was first class work!
48. Much better!
49. Nothing can stop you now!
50. Perfect!
51. Keep up the good work!
52. Terrific!
53. Fine!
54. That's the best ever!

You've got your brain in gear today!
You're really going to town!
Nice going!
You've just about mastered that!
That's better than ever!
Outstanding!
Fantastic!
Tremendous!
Now that's what I call a fine job!
You did that very well!
You must have been practicing!
That's great!
Superb!
Good remembering!
Right on!
You're really improving!
You're doing beautifully!
Congratulations, you got ______ right!
Keep it up!
You did a lot of work today!
You've got that down pat!
That's IT!
Well, look at you go!
Way to go!
I like that!
Good going!
That's a good (boy-girl)!
Marvelous!
Now you have the hang of it!
You certainly did well today!
You're doing fine!
Good thinking!
You are really learning a lot!
Keep on trying!
You outdid yourself today!
I've never seen anyone do it better!
Good for you!
I'm very proud of you!
It's a pleasure to teach when you work like that!
Good job, (name of student)!
You remembered!
That kind of work makes me happy!
That's really nice!
You figured that out fast!
Very good!

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ACTFL CAREER EDUCATION LEADERSHIP TRAINING WORKSHOP

Part I. Evaluating the Workshop Content

How well did the workshop teach you to:

	Not at All Well					Extremely Well	
1. Understand the general goals of career education	1	2	3	4	5	6	7
2. Understand the specific goals of career education in foreign languages	1	2	3	4	5	6	7
3. Explain the benefits of career education for foreign language students	1	2	3	4	5	6	7
4. Recognize and cope with problems teachers/supervisors might have in deciding to infuse career education into foreign languages	1	2	3	4	5	6	7
5. Develop your own career education infused foreign language lessons/materials	1	2	3	4	5	6	7
6. Use a variety of print and audio-visual resources in developing your own career education infused foreign language lessons/materials	1	2	3	4	5	6	7
7. Adapt existing foreign language lessons/materials to include career education	1	2	3	4	5	6	7
8. Evaluate your own career education infused foreign language lessons/materials	1	2	3	4	5	6	7
9. Evaluate career education infused foreign language lessons/materials developed by others (including commercial products)	1	2	3	4	5	6	7
10. Involve the business/labor/industry/professional/government community in providing career education for foreign language students	1	2	3	4	5	6	7
11. Plan and organize a career education in foreign languages workshop which you would conduct	1	2	3	4	5	6	7
12. Conduct your own career education in foreign languages workshop effectively	1	2	3	4	5	6	7

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Part II. Evaluating the Workshop Resources

13. How valuable do you feel the ACTFL career education film will be to you as a resource for the workshops you will be conducting?

Not at All Valuable — Extremely Valuable

1 2 3 4 5 6 7

14. What is the film's greatest strength?

____

____

15. What is the film's greatest weakness?

____

____

16. How valuable do you feel the ACTFL career education sampler will be to you as a resource for the workshops you will be conducting?

Not at All Valuable — Extremely Valuable

1 2 3 4 5 6 7

17. Do you feel that the sampler provides enough appropriate career education resource materials for you to use in the workshops you will be conducting?

_____ No

_____ Yes

18. What two additional documents would you most like to see included in the sampler?

1. ____

____

2. ____

____

19. What is the sampler's greatest strength?

____

____

20. What is the sampler's greatest weakness?

____

____

Part III. Evaluating the Workshop Sessions/Strategies

21. How valuable and effective were the following large group presentations made by the workshop leaders/consultants:

PRESENTATION	CONTENT Not at All Valuable — Extremely Valuable	SPEAKER Not at All Effective — Extremely Effective
DeLorenzo: "Career Education and Foreign Languages: A Perspective"	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Hoyt: "Current Status of the Career Education Movement"	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Carey: "Career Education: An Interdisciplinary Movement"	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Tomarkin and Wilkins: "Career Education for Postsecondary Institutions"	1 2 3 4 5 6 7	1 2 3 4 5 6 7

22. How effective was ACTFL's workshop strategy of having each participant prepare and make a 15-minute presentation on career education and foreign languages?

	Not at All Effective					Extremely Effective	
- As a teaching experience for the presenter	1	2	3	4	5	6	7
- As a learning experience for the participants	1	2	3	4	5	6	7

23. How informative for you was the interaction between you and the:

	Not at All Informative					Extremely Informative	
- Other workshop participants	1	2	3	4	5	6	7
- Workshop leaders	1	2	3	4	5	6	7

Part IV. Evaluating the Workshop Participants

24. How would you rate the 17 workshop participants as a group at the end of the workshop in terms of:

	Poor					Excellent	
- Knowledge of career education in foreign languages	1	2	3	4	5	6	7
- Attitudes about career education in foreign languages	1	2	3	4	5	6	7
- Abilities to conduct workshops on career education in foreign languages	1	2	3	4	5	6	7

25. Which 3 workshop participants gave the best 15-minute prepared presentations? (Circle 3 names other than your own.)

Beverly Adams

Herman Bostick

Rose Ciricillo

Gerard Ervin

Mary Flynn

Estella Gahala

Linda Heckenberg

Teresa Herrera de Johnson

Don Iodice

David Klein

Mary Sula Linney

Myriam Met

Melvin Nielson

Marilynn Pavlik

Barbara Snyder

Evelyn Vandiver

Marion Webb

Part V. Evaluating Your Attitudes Toward Career Education

lease read each statement carefully. There are no right or wrong answers. Just check the ox which best describes how you feel about the statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongl Disagre
. Schools should help individuals establish their career plans.					
. Every student should graduate from high school with a salable skill he/she can use on a job.					
. It is important to show students how they will use basic skills later in life.					
. The school guidance department should carry the primary responsibility for career education.					
. If schools were career-oriented, they would be useful to more students.					
. Career education is just another fad that will soon be forgotten.					
. Students who are going on to college do not need need career education.					
. Career education should be available to all students from kindergarten through grade 12.					
. Schools should not support career education financially because school budgets are becoming too limited.					
. Students should have a chance to apply basic skills in world of work activities while still in school.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongl Disagre
. "Hands-on" work experience should be included in every student's high school program.					
. Career education should be taught by special career education teachers rather than by regular teachers.					
. The present high school vocational education courses teach students enough about the world of work.					
. It is important for secondary school students to talk to many different people about their jobs.					
Including information about job possibilities in art and music courses would detract from them.					
A student's choice of career can be changed by career education in school.					

Part VI. Evaluating Your Understanding of Career Education in Foreign Languages

42. Explain the importance of career education in foreign language instruction to the following individuals. Write no more than 2 sentences to convince each individual.

- High school principal: ______________________________

- High school foreign language teacher: ______________________________

- Parent of a high school foreign language student: ______________________________

- High school foreign language student of average intelligence:

- High school foreign language gifted student: ______________________________

43. Mr. Bone's Rumanian III students at John Jay High School in Omaha, Nebraska, are being introduced to Rumanian literature via a relatively easy-to read short story. It is their first brush with literary, non-textbook narrative. The story, which takes place at the turn of the century, focuses on a young prince who must decide whether to lead his people into battle against a neighboring country or to negotiate a peaceable settlement of the countries' differences.

Briefly--in no more than 4 sentences each--develop 3 different but equally good career education infused lessons which Mr. Bone might teach.

1. ______________________________

2. ______________________________

3. ______________________________